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AUTHOR	Finn, Peter; Platt, Judith
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ABSTRACT

This curriculum manual for the elementary school level is the first in a series on alcohol and alcohol safety and is designed as a teacher's activities guide. Each activity provided is a self-contained learning experience which requires varying numbers of class period and focuses on one or more objectives. Activities are numbered consecutively and are organized by alcohol topic areas: safety (general and interpersonal); attitudes toward alcohol and reasons people drink; effects; industry; and interpersonal (general, parents, and peers). Within each topic the activities are divided alphabetically by teaching method. These methods are art; audio visual; discussion; drama; including games and role plays; independent study, including interviews, polls, research, and teaching; lecture; reading; science; and writing. Each class period is clearly and concisely outlined for the teacher; core activity, objective, preliminary considerations, activities, variations and supplementary activities, and evaluation methods are provided and make the manual readily adaptable to the classroom. (See CG 007 774 and CG 007 775). (SES)

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volume II of II

ALCOHOL AND ALCOHOL SAFETY

A CURRICULUM MANUAL FOR ELEMENTARY LEVEL

a teacher's activities guide

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U.S. DEPARTMENT OF TRANSPORTATION
National Highway Traffic Safety Administration
Washington, D.C. 20590

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ALCOHOL
AND
ALCOHOL SAFETY

A CURRICULUM MANUAL
FOR ELEMENTARY LEVEL

VOLUME II of II
A TEACHER'S ACTIVITES GUIDE

authors:
Peter Finn
Judith Platt

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ACTIVITY ORGANIZATION

1. Order of Activities

Each Activity provided here is a self-contained learning experience which requires varying numbers of class periods and focuses on one or more objectives. The Activities are numbered consecutively and are organized by alcohol topic areas.

Topics	Activity Numbers
Safety (general and interpersonal)	1-13
Attitudes and Reasons (attitudes toward alcohol and reasons people drink)	14-50
Effects	51-71
Industry	72-81
Interpersonal (excluding interpersonal safety situations)	82-108
general	82-91
parents	92-99
peer	100-108

The teacher can divide the looseleaf Activities by each of these major topic areas with a labeled index divider for easy future reference.

A detailed Topic Index on page 264 indicates which Activities deal with specific topics within the above major headings.

Within each topic the Activities are divided alphabetically by teaching method. The methods are:

- Art
- Audio visual
- Discussion
- Drama
  - games
  - role plays
- Independent Study
  - interviews
  - polls
  - research
  - teaching

Lectures
Reading
Science
Writing

For more information on teaching methods, consult the Teaching Methods section on pages 90-132.

2. Activity Page Format

The ACTIVITY #S, TOPIC, and METHOD are all indicated on the top of each Activity page. (See blank sample Activity, role profile and scenario pages that follow.)

Activity pages also contain the following information:

REFERENCE #:	Documents who developed the Activity. Numbers refer to the Bibliography. A reference number followed by "-1" indicates the Activity was revised by the authors.
CONTENT REFERENCE:	Indicates on what pages of the Content Literature section the teacher can find the related alcohol information both for his own edification and for determining what the students should learn. "NA" (Not Applicable) indicates there is no applicable content reference.
CLASS TIME:	Is an approximation of how many 40-minute class periods it should take to engage in that Activity, not including evaluations. Many of the evaluation methods, however, can be assigned as homework, and, in any case, the teacher will not want to individually evaluate every Activity he teaches. In addition, many Activities can be abridged by eliminating parts of the Activity, such as report presentations, or by limiting the time allotted for discussion. "OCT" indicates that students will have to devote some outside class time to the Activity.
CORE ACTIVITY:	Is a one sentence description of the Activity.

REFERENCE #:
CONTENT REFERENCE:
CLASS TIME:

TOPIC:
METHOD:

ACTIVITY #

CORE ACTIVITY:

OBJECTIVE:

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED:
OTHER:

ACTIVITY:

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

ACTIVITY (CONT'D):

ACTIVITY # .

SAMPLE ROLE PROFILES

ACTIVITY #

SAMPLE SCENARIOS

OBJECTIVE:	Indicates what skills and knowledge students can be expected to demonstrate and why it is desirable that they develop these skills and learn that knowledge.
PRELIMINARY CONSIDERATIONS: **SKILLS DEVELOPED:** **OTHER:**	Include a list of the major skills developed by the Activity and other pertinent comments, such as warnings of when parent or administration approval of an Activity may be necessary and suggestions of Activities that should precede that one. In many cases it is assumed that a study of alcohol's effects has preceded an Activity. However, students can learn a lot about alcohol's effects, and probably more effectively, by studying related alcohol issues that concern them and thereby indirectly spur them to research alcohol's effects.
ACTIVITY:	Describes what students and teachers who choose to get involved in this Activity will do. This section also indicates logical breaking points in the Activity if it runs for more than one class period. General information on how to conduct a type of teaching method (e.g., small group discussions, role plays) is not included in every Activity involving that method, but instead is explained in detail in the Teaching Methods section. (For example, rather than repeat in every small group discussion Activity how to break students into small groups, this process is explained once in the "Discussion" section of Teaching Methods.)
VARIATIONS AND SUPPLEMENTARY ACTIVITIES:	Are alternate methods of conducting the Activity and recommendations for follow-up activities.

Last on the page, but of prime importance, are the **EVALUATION METHODS**. Evaluations are essential for the teacher and students to discover whether students are achieving objectives -- that is, effectively exploring their concerns and learning appropriate knowledge, skills and attitudes. Evaluations should seek to determine whether students can make decisions that are based on knowledge of alternatives, their influences and their consequences. It is the decision-making ability, the ability to apply knowledge, not just retain it, coupled with constructive attitudes that lead to desirable behaviors.

The normal evaluation technique is a written or oral test that measures what information and attitudes students have learned. But:

- students often memorize materials and parrot attitudes only for the test and then forget them;
- retention of information is not the major goal of an alcohol curriculum: exploring concerns to develop desirable feelings and behaviors is.

Thus, the evaluations here include such techniques as:

role plays,
games,
collages and mobiles,
autobiographies and written dialogues and
student self-evaluations,

for such methods require students to make decisions that are the prerequisites for performing desired long-term behaviors.

Every Activity includes at least one of the above evaluation methods. However, evaluations are more likely to be accurate when several different kinds are used to supplement each other. (They are also more productive when they involve new learnings in the process of evaluating old ones.) Therefore, there are also several Activities whose major purpose is evaluation. These are listed in the Curriculum Index. Quiz Activities may be found at the end of each topic under the method "Writing."

The teacher must decide to whose satisfaction an Activity must be performed in order to conclude that learning has occurred. It is useful to require that Activities be performed to the teacher's and students' satisfaction where students can appropriately evaluate their own or other students' learning process. Finally, it is up to the teacher to define the criterion of acceptable performance students must meet for each evaluation in order to conclude that his objectives have been achieved.

* * *

The Activities offered here represent a wide spectrum of topics, teaching methods, concerns, objectives and skills. Nevertheless, the Activity selection is not definitive. Despite the large number of Activities, individual teachers and students will want to develop Activities of their own or locate Activities from other sources as well as adapting the Activities in this _Manual_ to meet their students' concerns. The blank Activity, scenario and role profile pages included here can be Xeroxed for these purposes or the teacher can develop an Activity page of his own. But the emphasis on using the Activities provided in this _Manual_ must be to _adapt them_ to meet students' and teachers' concerns. In addition, teachers should make comments for other teachers' benefit on the back of each Activity Sheet they have used about the values and shortcomings of and suggested alterations for the Activities. The accumulated experience of a school or department should not be lost. The Activity format provides an excellent opportunity to store and transmit the experiences of each teacher.

The Activities are punched and ready for immediate insertion into a three-ring notebook. A blank Curriculum Outline sheet and a blank Curriculum Index for Xeroxing follow.

CURRICULUM OUTLINE SHEET

Page:

OBJECTIVE AND CONCERNS	ACTIVITY NUMBER, DESCRIPTION, AND COMMENTS	CLASS TIME

CURRICULUM INDEX

TOPIC AND SUGGESTED GRADE LEVEL	CONTENT PAGES	OBJECTIVE AND CONCERNS	ACTIVITY NUMBERS	CORE ACTIVITY DESCRIPTION

REFERENCE # 1
CONTENT REFERENCE 243-253
CLASS TIME 1-1½ periods

ACTIVITY # 1
TOPIC Safety: general
METHOD Audiovisual

CORE ACTIVITY:

Students view and discuss filmstrip that treats alcohol and traffic safety issues.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, evaluating.

OTHER: Activity is a good evaluation of learnings on alcohol and safety issues.

ACTIVITY:

Students watch filmstrip that treats the issue of alcohol and traffic safety:

A New Look at the Old Sauce -- filmstrip, 17 minutes, color, record. An animated filmstrip that depicts history of alcohol usage and explains how drinking affects behavior. One part treats the effects of drinking on driving. Useful as a review of alcohol's effects in general and as related to driving. Source: Bibliography #58.

After each slide presentation, students write responses to a set of questions, for example:

1. What does the movie say are the effects of alcohol on traffic safety and driving ability?
2. How does the movie say traffic accidents due to alcohol can be reduced?
3. Will the movie influence you to drink responsibly and not drive or ride as a passenger with a drunk driver? Why? (½-1 class)

Students break into small groups and are given written instructions to discuss their opinions on each of the questions they answered.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can watch audiovisual materials and then, on second showing, supply the commentary themselves, or supply commentary on first showing and then listen to audio.

EVALUATION METHODS:

- Students discuss and record in their small groups what an effective alcohol and traffic safety movie for teenagers should show and say and why.

ACTIVITY (CONT'D):

Groups report conclusions to class and respond to comments and questions from class and teacher. Teacher can also raise issue of why movies that seem ineffective are produced and distributed. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 243-247, 254-255
CLASS TIME: ½-1 period

ACTIVITY #: 2
TOPIC: Safety: general
METHOD: Discussion

CORE ACTIVITY:

Students discuss situations in which people must act quickly that make alcohol misuse dangerous.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other than traffic in order to make responsible decisions about drinking and personal safety.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER:

ACTIVITY:

Students write a list of situations that require quick thinking and/or acting, for example:

- getting out of way of speeding car
- stamping out ashes on a rug on fire from a cigarette
- putting on brakes of a bicycle
- ducking out of way of flying or falling object

Lists are then read to rest of class. Class discussion follows on:

1. How drinking too much alcohol might affect each one of these situations and endanger the actor.
2. How alcohol misuse might therefore affect the safety of a driver and a pedestrian because of their need for quick thinking and acting.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write fictional "autobiographies" of times when they were drivers or walking and needed to act or think quickly. Then they imagine and write how they "drove" or "walked" when they were in the same situations but have been drinking excessively.
- Students respond to written and/or oral questions on how drinking excessively may affect safety situations.

REFERENCE #: 1 ACTIVITY #: 3

CONTENT REFERENCE: 211-213

CLASS TIME: 1 period

TOPIC: Safety: interpersonal

METHOD: Discussion

CORE ACTIVITY:

Students discuss best course of action to take if they are about to ride with a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Students need to have already studied effects of drinking on driving.

ACTIVITY:

Students write brief (½-1 page) response to one or more scenarios in which a driver who has been drinking excessively offers them a ride. Sample scenarios are on the next page.

The following class, students break into small groups and are given written instructions to discuss:

- What they would do, how, and why
- What they should do, how, and why
- How any discrepancy between what students would and should do can be resolved.

Each group reports its conclusions to class and responds to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or written homework assignment.

EVALUATION METHODS:

- Students role play or write the dialogue to these or to new scenarios in which individuals are offered rides by drivers who have been drinking excessively.

SAMPLE SCENARIOS

You are just finishing up Little League practice and your brother has come to pick you up. He hates to do this and you know it, but the ballpark is several miles from home and a taxi would be expensive. Your father is working, and your mother is taking care of your brothers and sisters. This time your brother is roaring drunk but insists he's able to drive OK. You have about 25 cents on you. Bus fare home is 40 cents. What will you do? What should you do? Why?

A good friend has offered you a ride home from school today, because your mother is off at a doctor's appointment, and you don't have a penny on you for a taxi or a bus. His mother comes roaring down the street in their green station wagon. Instead of stopping at the curb, she pulls right up on the sidewalk in front of the school. As soon as you get in the car, you can smell the liquor on her breath. You don't want to hurt your friend's feelings, and he isn't saying anything. On the other hand, you live 3 miles from school. What will you, what should you do? Why?

Your friend has given a party. Now it's 8 p.m. and his father, who is quite drunk, has offered to drive you home, since you live too far away to walk. Your own parents are out for the evening. You offer to call a cab since you have some money, but he says that is silly. What will you do? What should you do? Why?

New scenarios can be created by varying:

- the amount drunk by the driver
- the relationship between the driver and the rider
- the amount of money the potential rider has, the distance to his home, and the availability of other forms of transportation

REFERENCE #: 1

ACTIVITY #: 4

CONTENT REFERENCE: 211-213

TOPIC: Safety: interpersonal

CLASS TIME: 1 period

METHOD: Discussion

CORE ACTIVITY:

Students discuss best course(s) of action to take if a friend or relative is about to ride with a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, decision-making.

OTHER: Students need to have studied the consequences of drinking on driving.

ACTIVITY:

Students write briefly (½-1 page) what they would do and what they should do in one or more situations in which a friend or relative is about to ride with a driver who has been drinking excessively. See next page for sample scenarios.

The following class, students break into small groups and are given written instructions to discuss:

- What they would do, how, and why
- What they should do, how, and why
- How any discrepancy between what students would and should do can be resolved.

Each group reports its conclusions to class and responds to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be conducted as a class discussion or written homework assignment.
- Students can role play the scenarios.

EVALUATION METHODS:

- Students role play or write the dialogue to these scenarios or to others that they create.

SAMPLE SCENARIOS

Your father has been drinking heavily and is about to drive your mother to do some grocery shopping. It is 5 p.m. and the roads are still icy from yesterday's snowstorm. She has no license, and there is no food in the refrigerator. What, if anything, would you say or do? Why? What, if anything should you do? Why?

You and your best friend are standing at the curb in front of school, waiting for your mothers to give you rides home. A blue station wagon comes weaving down the street. It is your friend's mother; she stops at the curb and opens the passenger door. You can smell liquor in the car as you lean over to say goodbye to your friend. The friend's mother is talking loudly to herself behind the wheel. What, if anything, would you do? Why? What if anything, should you do? Why?

Your older sister has a date with her drunk boyfriend. You just let him in the door, and he's obviously smashed since he knocked over a lamp trying to sit down and has talked only nonsense. You go upstairs and tell your sister he's drunk, and she tells you to mind your own business. Your parents are next door with friends. What, if anything, would you do? Why? What, if anything, should you do? Why?

Scenarios can be altered by varying such factors as:

- how drunk the driver is
- the relationships between the three people involved
- how badly the passenger needs the ride
- the amount of money the passenger has.

REFERENCE # 1 ACTIVITY # 5
CONTENT REFERENCE 211-213 TOPIC Safety: interpersonal
CLASS TIME 1 period METHOD Discussion

CORE ACTIVITY:

Students discuss what they would do if they, as parents, found their son or daughter driving when drunk or riding with a drunk driver.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate parental responses to their children's drinking and driving in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, evaluating, decision-making.

OTHER: Students need to have already studied the effects of drinking on driving.

ACTIVITY:

Students write brief response to one or more scenarios in which they are parents who have found their children in drinking and driving situations. See next page for sample scenarios.

The following class, students break into small groups and are given written instructions to discuss the best course of action the parents could take in each situation and why.

Groups report conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment. (See Activity #6)
- Activity #95 is a good follow-up Activity that solicits parents' responses to the scenarios.

EVALUATION METHODS:

- Students role play or write the dialogue to these scenarios or to others that they create.

SAMPLE SCENARIOS

You are the parent of a 17-year-old son. He has just pulled into the driveway after having gone to a drive-in three miles away with his friends. He comes into the house obviously drunk. The car is his car -- he paid for it working summers. What, if anything, do you do? Why?

You are the parent of a 16-year-old daughter. She has just been driven home from a party by her friends. You happen to be taking out the garbage before going to bed, so you notice how poorly the car is being driven. When it stops you walk over and see that the driver is pretty drunk. What, if anything, do you do? Why?

You are the parent of a 12-year-old son. The police have just called to say that he is at the police station. He was riding with two friends in your oldest son's car; your oldest (18) son was driving it while legally drunk and the police arrested him. The police tell you to come pick up both your sons. What, if anything, will you do with each? Why?

Scenarios can be altered by varying such factors as:

- how drunk the driver is
- whether it is a son or daughter who is driving or riding
- the relationship between the participants
- the number of times the son or daughter has been caught before.

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: ½-1 period

ACTIVITY #: 6
TOPIC: Safety: interpersonal
METHOD: Drama: role play

CORE ACTIVITY:

Students role play situations in which they, as parents, find their son or daughter driving after drinking excessively or riding with a driver who has been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.

OTHER: Students need to have already studied alcohol's effects on driving.

ACTIVITY:

Students role play one or more scenarios in which one parent or both find a son or daughter driving after drinking excessively or riding with a drinking driver. Sample role profiles are on the next page.

At the end of each role play, participants read their role profiles to the class and discuss the feelings they experienced while acting. Other students discuss how they might have responded to the situation. Teacher adds own comments.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can invite parents to class to observe and comment on the role plays or to participate.
- Activity can be a class discussion (see Activity #5)

EVALUATION METHODS:

- Students write section of an "Instruction Manual for Parents of Teenagers" (IMPT). The section is called, "Ways of coping with teenagers who drink excessively and drive."
- Students respond to teacher's oral questions on alternate parental responses to scenarios.

SAMPLE ROLE PROFILES

Parent

You are the parent of a 17-year-old son. He has just pulled into the driveway after having gone to a drive-in three miles away with his friends. He comes into the house obviously drunk. The car is his car -- he paid for it working summers. This is the first time you have caught him doing something like this. What will you say?

Son or Daughter

You are 17 and have spent the evening at a drive-in three miles away with your girl and another couple. You had four or five beers and feel pretty high, but you know how to handle the car you worked hard to buy. You've taken everyone home safely (though you remember running one light and doing a lot of laughing) and parked the car in front of the house. You enter and your father is there.

Parent

You are the parent of an 11-year-old daughter. She has just been driven home from a party by her friend's father. You happen to be taking out the garbage before going to bed, so you notice how poorly the car is being driven. When it stops, you walk over and see the driver is pretty drunk by the way he is carrying on and smells. What if anything, will you say to the driver and to your daughter?

Son or Daughter

You are 11 and spent the afternoon at a party celebrating your friend's birthday. The only way you find you can get a ride home is with your friend's drunk father, but you figure the other two passengers and you can help keep an eye out for traffic. You're just stepping out of the car at home when you see your father coming over to the car.

Parent

You are the parent of a 10-year-old son. The police have just called to say that he is at the police station. He was riding with two friends in your oldest son's car; your oldest (18) son was driving it while legally drunk and the police arrested him. The police tell you to come pick up both of your sons. You've just entered the police station and been brought to your sons. What will you say?

Younger Son

Your older brother and you and two other friends went to play in an evening softball game, but your older brother began to booze

SAMPLE ROLE PROFILES

it up with four or five beers. When the game was over (he had to quit in the fourth inning) and he was driving the three of you home, he was stopped by the police for speeding through a red light. The police took all of you to the station and called your parents. They've just met you at the station.

Older Son

You drove your younger brother and two of your friends to an evening softball game. Someone had brought some beer and it tasted good in the hot evening. You quit playing after the fourth inning because it was a lousy game (you struck out twice) and had a few more beers. You were feeling great as you drove the guys home but didn't notice the red light the cop said you went through after they flagged you down. Now, at the police station, your parents have just come in to take you home on bail. You were charged with DWI -- driving while intoxicated.

New scenarios can be created by varying:

- how drunk the driver is
- whether it is a son or daughter who is driving or riding
- the relationship between the participants and the number of participants
- the number of times the son or daughter has been caught before.

REFERENCE #: 1
CONTENT REFERENCE: 242-253
CLASS TIME: $\frac{1}{4}$-$\frac{1}{2}$ period

ACTIVITY #: 7
TOPIC: Safety: general
METHOD: Lecture

CORE ACTIVITY:

The teacher lectures on the role of alcohol in traffic accidents.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of alcohol on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

A lecture on the role of alcohol in traffic accidents should:

- relate what has been learned about alcohol's effects to impaired driving ability
- define social and problem drinking
- note the factors that precede alcohol use, e.g. problem drinking
- note the percentage of accidents related to problem drinking as opposed to social drinking
- include discussion of pedestrian accidents
- note the unique risks of driving after drinking for teenagers.

A lecture on alcohol and driving safety can be enlivened by:

- using a movie as a supplement
- putting charts from one of the pamphlets in the Bibliography on an overhead projector
- using statistical examples that involve the class (e.g., one out of every five will be in a serious accident in their lifetime; $\frac{1}{2}$ of these accidents will be associated with alcohol use)
- encouraging students to describe and analyze accidents they have heard about or been in involving alcohol use.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The teacher can lecture on the relationship between household accidents and alcohol, and industrial accidents and alcohol.
- A guest speaker can be invited to the class.

EVALUATION METHODS:

- Students role play an interview between a newspaper reporter and a traffic safety expert on the relationship between alcohol and traffic accidents.
- Students respond to teacher's written and/or oral questions on alcohol and traffic safety.

REFERENCE #: 1
CONTENT REFERENCE: 242-253
CLASS TIME: 1 period

TOPIC: Safety: general
METHOD: Lecture

ACTIVITY #: 8

CORE ACTIVITY:

Guest speaker discusses the relationship between drinking and driving.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

One (or more) of the following people are invited to the class to discuss the relationship between traffic accidents and drinking:

- a doctor
- a policeman
- an Alcoholics Anonymous representative
- an insurance agent

Students write questions prior to the visit. The teacher can then relate these questions to the guest so that he will be able to focus his presentation accordingly. Sample questions include:

- Can people drive as well when they've been drinking excessively as when they are sober? How much do people have to drink before it does something to their driving?
- Why do people drink too much when they know they are going to drive?
- What should I do if my father or mother drinks and then drives? How can I tell whether they have had too much to drink to be able to drive safely?
- How do pedestrians get into accidents after drinking? Isn't this still the driver's fault?
- Why can't you prevent people from driving after drinking or from drinking too much when they will be driving?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students create bumper stickers about drinking and driving.
- Students respond to teacher's oral questions about drinking and traffic safety.

REFERENCE #: 1

CONTENT REFERENCE: 253-255

CLASS TIME: ½ period

TOPIC: Safety: general

METHOD: Lecture

ACTIVITY #: 9

CORE ACTIVITY:

Students discuss and teacher lectures on what household activities might be dangerous to perform if one had been drinking excessively.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's effects on safety areas other then traffic in order to make responsible decisions about drinking and personal safety.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER: Students need to have already studied alcohol's effects.

ACTIVITY:

Students write brief (¼-½ page) response to the following instructions:

> Describe three people who drink a certain amount of alcohol (you decide how much) and get injured in or around their homes afterwards. Also indicate how alcohol contributed to their injury.

The teacher collects the papers and lists results on blackboard. He then explains danger of performing certain household activities after alcohol misuse and discusses why alcohol abuse might result in accidents.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Class lists each room in a house and lists hazards in each for the excessive drinker. Each child chooses one hazard and makes poster with warning caption.
- Students can respond to the instruction orally, instead of in writing.

EVALUATION METHODS:

- Students write examples of several things they did at home during the previous week that could have been dangerous if they had been drinking too much and why.
- Students respond to teacher's written and/or oral questions on alcohol and household safety.
- Students create collages or mobiles illustrating potential household accidents that might occur to someone who drank excessively.

REFERENCE # 1
CONTENT REFERENCE NA
CLASS TIME: ½-1 period

ACTIVITY # 10
TOPIC: Safety: general
METHOD: Writing and Discussion

CORE ACTIVITY:

Students discuss relationships between alcohol and bicycles and relate bicycle riding to automobile driving.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, describing, analyzing.

OTHER: This Activity is particularly useful for students who do not yet seem concerned about alcohol and driving issues.

ACTIVITY:

Students write a story, fictional or true, of any event that connects bicycling with alcohol abuse. The teacher furnishes one example. (E.g., a bicyclist runs over glass from a discarded whisky bottle and gets a flat tire or falls and cuts himself.)

Upon completion, the teacher reads the stories and makes a list on the blackboard of ways in which bike riding and alcohol abuse can be related. He then goes down the list asking students to indicate ways in which automobile driving might be affected by alcohol abuse just as bicycle riding might be.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write a story in which an airplane pilot or passenger is involved with alcohol abuse. Each student reads one other student's story and writes his opinion of whether the same situation could apply to an automobile driver or passenger. To the satisfaction of the student who wrote the original paper and the teacher.
- Students respond to teacher's written and/or oral questions on alcohol and traffic safety.

REFERENCE # 1 ACTIVITY # 11

CONTENT REFERENCE 211-213 TOPIC Safety: interpersonal

CLASS TIME ½-1 period METHOD Writing

CORE ACTIVITY:

Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal safety dilemma.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, influencing, evaluating.

OTHER: Activity is a good evaluation of learnings about interpersonal parental situations involving alcohol.

ACTIVITY:

Students are given unfinished stories that lack beginnings, middles or endings and write the missing part(s). Sample stories appear on the following pages. Students should be told that there are no "right" or "wrong" completions. They are to fill in the missing part(s) as they wish, making sure, however, to be as realistic as possible. This does not mean always writing what would most likely have happened but what certainly could have happened.

Upon completion, class breaks down into small groups and is given written instructions to:

1. Read each others' stories.
2. Compare your endings, beginnings or middles and explain to each other why you wrote what you did.

Groups report conclusions to class and respond to questions and comments from class and teacher. Discussion is held on best ways to handle the problems described in each story.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Writing can be done as homework or in class.
- Discussion portion can be a class discussion.
- Students can write the stories and leave appropriate sections missing for other students to fill in.

EVALUATION METHODS:

- Each student writes a story and omits a section. Each student completes one other student's story. To the satisfaction of the two students involved and the teacher.

1. This is the beginning of a story. Write how it ends.

Amy Knight and Judy Becker were best friends. So of course, when it was time to sell Campfire Girl cookies, they decided to go as a team.

It had been fun rehearsing at the last meeting, when they all took turns being "buyers" and "sellers." Sometimes they had made it extra hard when they were buyers by asking silly questions and arguing about how much change they got.

Their leader had warned them about not going inside of people's houses, about being polite even when they were refused, so they felt brave and prepared.

They must have been good salesladies, because they got an order at almost every house. They felt so good, they didn't want to stop, and went farther and farther.

By the time it was almost dinnertime, they were all the way at Main and 6th, two miles from home.

"Boy! Am I tired!" said Amy. "My feet are killing me. I think I have a blister."

"I'm tired too," admitted Judy, "but we sold 72 boxes. I'll bet we win the award for our group."

"Hey, it's getting dark," noticed Amy. "How are we going to make it back before dinner? Our folks will worry. And my foot really hurts."

Just then, a blue station wagon swept up to the curb. The brakes squealed and the car jolted to a stop.

"Anyone going my way?" a merry voice rang out.

"That's our neighbor," whispered Judy.

"We're really lucky," Amy said. "She'll drive us home and we won't be late."

"Hop in, girls," called the voice. "We're taking off!"

"Gee, thanks, Mrs. Grant," answered Judy, "but I don't know if...."

"What's the matter? Are you crazy?" hissed Amy. "I'll never make it home with this foot."

"But Amy," pleaded Judy. "I think she's been drinking again. She's really a wild driver when she's drunk. My mother told me...."

"Listen. I'm getting in," Amy said crossly. "You do what you want."

"Last call," said Mrs. Grant. "All aboard."

2. This is the middle to a story. What has already happened? And how will it end?

"Hey, Dad. Is that you? Yeah, it's me, Jim. Where am I? Well, it's hard to ex-- well, I'm, uh, I'm calling from the police station. Dad? Listen, quiet down a minute and I'll tell you. I did just like you said. I didn't drive because I had a couple of drinks, so Bill -- he -- well, listen! I'm telling you. No, I'm not hurt. The car? Well, it's O.K. Well, almost O.K."

"I gotta hang up now. Dad, I think you'd better get down here. It's kind of a mess. Yeah, I'll be here. You bet I'll be here."

Jim hung up and turned to his friends.

"Boy! Is he steaming! And I did just what he told me, too."

3. This is the end to a story. Write the beginning. Decide whether the characters are boys or girls.

"I don't care if you crash into a ten-ton truck at 99 miles an hour. I give up on you. If what I said and did isn't enough to get you to stop driving when it's plain you're too drunk to see straight, then this is the only thing left I can do."

4. This is the beginning of a story. Write how it ends.

Susan didn't particularly like to babysit, but her family didn't have that much money so if she wanted to have any money to buy the things she wanted -- 45 records, clothing, etc. -- she had to work for it. At least while she was babysitting she could talk to her friends on the phone, watch TV or get her homework out of the way.

Sue had been babysitting for a number of people, but mostly for the Smiths, who had been very nice to her. They mentioned one night that they had friends who wanted a babysitter and would she like to sit for their kids too, if Sue wouldn't mind going to Littleton which was eleven miles away. Susan was glad to have the opportunity to make some more money, especially since Friday night, the night this other couple needed her, her boyfriend was going to be busy playing night baseball anyway. She could get a lift over from her mother and the Smiths said the other couple would take her home.

So Sue babysat on Friday for this new couple -- Ralston was their name -- and all went well with their two quiet boys. The Ralstons came home at midnight, and while Mrs. Ralston went straight upstairs to go to bed, Mr. Ralston said, as had been agreed earlier, he would take Susan home. But Susan noticed that when he came in the door he was making silly comments to his wife about, "Too wild for you, was it? Not for me!" and he then tripped over the dinner table leg and yelled, "When are you gonna get rid of this old hunk of furniture your mother crammed down our throats, huh?" His eyes were bleary and, all in all, he seemed pretty drunk.

"Soon as I pay a quick visit to the Ralston Rest Room, I'll drive you home. Be right back."

FINISH THE STORY

5. The following is the beginning of a story. How did it end?

Ron and Ray went to the Saturday afternoon movie to see the latest James Bond movie and, of course, had a great time. They had walked to the theatre even though it took them about twenty minutes, but it was down the main street and it was a beautiful day. But when they got out of the theatre, it was pouring. As they were wondering what to do, Mrs. Wilson drove past. She was a neighbor that they both knew drank a lot and was sometimes heard screaming as they walked by her house. Seeing the two boys waiting under the marquee, she screeched to a stop, rolled up her window and yelled out, "Hew, kids, want a ride home?"

Ron quickly said to Ray, "Come on, this is our chance!" But Ray said, "Wait a minute, she looks drunk again. She could kill us both!"

"We haven't got a minute to wait!" Ron answered and added, "Come on, let's go!"

6. The following is the end of a story. How did it come about?

"Next time ask to use the phone and call us and one of us will take you home, but don't risk riding with a driver like Mrs. Potter who's so drunk she has trouble talking straight!"

REFERENCE #: 1
CONTENT REFERENCE: 242-255
CLASS TIME: ¼-½ period

TOPIC: Safety
METHOD: Writing

ACTIVITY #: 12

CORE ACTIVITY:

Students take written quiz on alcohol and alcohol safety.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate effects of alcohol use on traffic safety in order to make responsible decisions about drinking and driving.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity should be supplemented by other types of evaluations. It is useful as both a pre- and post-test.

ACTIVITY:

Students write answers to short answer and multiple choice questions on alcohol and alcohol safety. Sample questions appear on the following page.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation exercises on alcohol and alcohol safety. Answers or sources for answers appear in parentheses. Correct answers to multiple choice questions are underlined.

A. Short Answer Questions

1. What specific effects might alcohol have on a driver's ability? (Content Literature pp. 244-247)

2. Write a short story about a driver leaving a party and driving home after having become fairly drunk. Be specific about how he behaves, use your imagination but be realistic. (Content Literature pp. 243-247)

3. Write a list of things you did at home last week that could have been dangerous if you had been "high" or drunk. Why might they have been dangerous? (Content Literature pp. 246-247, 254-255)

4. Describe several situations when a person would have to be able to act quickly. How might having drunk too much alcohol make these situations dangerous for this person? (See Activity #2)

B. Multiple Choice Questions

1. Drinking too much may have which of the following dangerous effects on a driver:
   (a) make him feel too confident
   (b) make him want to take risks
   (c) give him poor judgement
   (d) make it take longer for him to react to sudden things
   (e) c and f
   (f) all of the above

2. Alcohol use is connected with a large number of all of the following except:
   (a) pedestrian accidents
   (b) private airplane accidents
   (c) household accidents
   (d) automobile accidents
   (e) all of the above

REFERENCE # 1
CONTENT REFERENCE NA
CLASS TIME: ¼-½ period

TOPIC Safety: general
METHOD Writing

ACTIVITY # 13

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward alcohol-safety issues.

OBJECTIVE:

Activity is designed to reveal student attitudes toward alcohol-safety issues.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post test to evaluate before a course what attitudes need changing and/or whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward alcohol-safety issues. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings. Students should be told that there are no right or wrong answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to evaluate student attitudes toward alcohol-safety issues. Answers may reflect concern, unconcern, risk-taking, or a drinking-has-nothing-to-do-with-safety attitude.

A. Short Answer Question:

1. Respond to the following letter:

   Dear Abby,

   My best friend has been drinking heavily and then driving his car. What, if anything, should I do? (concern, unconcern)

B. Agree-Unsure-Disagree:

1. People should never drive after any drinking.
2. It is sometimes fun to see how well you can drive after drinking.
3. People who get into accidents after drinking should be punished.
4. If someone wants to drive after drinking, that's his business.
5. It is all right to drive as long as you are only a little "high" after drinking.
6. Since you probably won't get into an accident when you're a little high, it's all right to drive home.
7. Since you probably won't get into an accident or caught if you drive when drunk, it's all right to drive home.
8. Most people can actually drink quite a bit (3-5 drinks) and still drive just as safely.
9. A drink or two helps people to drive better because it relaxes them.
10. If your best friend is about to drive when he's drunk, that's his business.
11. Half the people involved in accidents have been drinking.
12. Fifty to a hundred people are killed every day in accidents in which one driver has been drinking.
13. Teenagers run greater risks drinking and then driving than adults do.
14. The only serious accidents people get into as a result of drinking too much are car accidents.
15. Laws against drinking and driving should be strict and enforced.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 3-4 periods

ACTIVITY #: 14
TOPIC: Attitudes and Reasons
METHOD: Art: collage

CORE ACTIVITY:

Students develop collages or mobiles illustrating maturity or immaturity and discuss relationship between them and drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate relationship between drinking and maturity in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, discriminating.

OTHER: Teacher will need to provide magazines, scissors, glue and poster paper.

ACTIVITY:

Students individually create collages or mobiles whose theme is maturity or immaturity (not necessarily as related to drinking). (2-3 classes)
Upon completion of collages, students break into small groups and are instructed to look at the collages or mobiles made by the other students in their group and decide what each one is trying to say a mature and immature person is like. Groups are instructed to keep a list of all the things the mobiles and collages are saying about mature and immature people.

Class then discusses these lists. Discussion considers:

1. What kinds of alcohol use and non-use constitute mature and immature behavior and why.
2. Why teenagers and adults seem to feel drinking is a sign of maturity. (1 class)

Teacher may need to point out that mature drinking does not necessarily indicate a mature person.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion of pictures presented by teacher.
- Activity # 22 involves small group discussions on drinking and maturity.

EVALUATION METHODS:

- Students write a description of someone's use of alcohol taken from personal experience or the mass media and indicate in writing whether such use is mature or immature and why.
- Students respond in writing or orally to questions about mature and immature drinking behavior.

REFERENCE #: 1 ACTIVITY #: 15

CONTENT REFERENCE: NA TOPIC: Attitudes and Reasons

CLASS TIME: 4 periods, plus OCT METHOD: Art: field trip

CORE ACTIVITY:

Students visit an art museum and examine art work by artists who were alcoholics and paintings of scenes involving alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER:

ACTIVITY:

Students research the lives of famous painters to discover the role alcohol played in their lives. (Modigliani, for example, died from the DT's, Utrillo was an alcoholic.) Students then visit one or more art museums and examine the paintings. Prior to the visit they are instructed to:

1. See if painters who abused alcohol in their private lives express particular feelings about alcohol in their art work.
2. Discover other paintings portraying the use or effects of alcohol and determine and record what these paintings are trying to communicate about alcohol use.

After field trip, class discusses above two points.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be performed by using a number of art history books in place of an actual museum visit. See following page for list of sample paintings.

EVALUATION METHODS:

- Students respond to teacher written and/or oral question on issues raised by the Activity.

Examples of paintings and other art works descriptive of alcohol use:

Steen:	"The World Turned upside down"	(Scene of drunkenness and resulting disorder in a home)
Steen:	"Peasants' Revels in an Inn"	
Lautrec:	"A Corner of the Dance Hall"	(Portrait of a red-faced alcoholic)
Degas:	"L'Absinthe"	(Portrait of a sad-looking woman with a glass of absinthe)
Goya:	"Picnic on the Banks of the Manzanares"	(Picnic includes wine)
Titian:	"Bacchanal of the Andrians"	(Wine drinking)
Veronese:	"The Marriage at Cana"	(Sumptious banquet with plenty of wine being consumed)
Hogarth:	"The Rake's Progress"	(Scenes of debauchery)
Rembrandt:	"Drinking and Love"	(Man with arm around woman's waist and other hand holding a glass of wine)
Daumier:	several sketches of drinkers and drunks	
Hals:	"Officers' Banquet"	(Scene of soldiers drinking heavily)
Klee:	"Drunkenness"	(Modernistic view of alcohol's effects on a person)
Breughel:	Village scenes with considerable drinking	

REFERENCE # 1 ACTIVITY # 16

CONTENT REFERENCE 177-178, 194, 204-210 TOPIC Attitudes and Reasons

CLASS TIME 1 period METHOD Audiovisual

CORE ACTIVITY:

Students view and discuss film on why people drink.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, evaluating.

OTHER:

ACTIVITY:

Students view and discuss one or both of the following films:

1. I Think -- 19 minutes, color. This film, though not dealing directly with alcohol, emphasizes the influences of various pressures on people's behavior and encourages independent thinking. Source: See Bibliography #57.
2. Almost Everyone Does -- 14 minutes, color. Film which views our drug-oriented culture as it appears to younger children. It emphasizes feelings and ways to handle them. Source: See Bibliography #56.

After viewing, students break into small groups and are given written instructions to, for example:

1. Discuss the reasons Americans drink a little. Why do some drink too much? Write down your answers.
2. Discuss which, if any, of these reasons for drinking a little and too much are good ones and which are not. Write down your answers. Why do you think they are good reasons?

Groups report their conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students create a collage illustrating why people drink. Each student interprets one other student's collage.
- Students respond orally and/or in writing to questions from the teacher on why people drink and legitimate reasons for drinking.

REFERENCE #: 1
ACTIVITY #: 17
CONTENT REFERENCE: 177-178, 194, 204-210
TOPIC: Attitudes and Reasons
CLASS TIME: ½-1 period
METHOD: Discussion

CORE ACTIVITY:

Students discuss why adults and teenagers drink and distinguish between responsible and irresponsible reasons for drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, evaluating.
OTHER:

ACTIVITY:

Students relate a description of the drinking patterns of one adult and one teenager they have seen in real life or in the media who drink moderately. On a separate page students explain why these two individuals drink at all. Teacher may have to clarify that issue is not why people drink moderately but why moderate drinkers drink at all.

Students are broken into small groups and are given written instructions to:

1. Discuss the reasons why people drink.
2. Put these reasons in order of the most common reasons.
3. Decide which, if any, of these reasons for moderate drinking are sensible, good reasons and which are not. Why?
4. List the good and bad reasons.

Groups report conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- This Activity can be conducted as a class discussion.
- Activity can include discussion of why problem drinkers drink.

EVALUATION METHODS:

- Students role play a reporter "interviewing" a man-in-the-street on why he drinks.
- Students create collages or mobiles illustrating reasons why moderate drinkers drink. Each student interprets one other student's collage in writing or orally. To the satisfaction of the artist whose work is interpreted and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 194
CLASS TIME: $\frac{1}{2}$-1 period

ACTIVITY #: 18
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss why some people do not drink and distinguish appropriate from inappropriate reasons for abstaining.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink and abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating, analyzing, evaluating.
OTHER:

ACTIVITY:

Students write a short personality description of a person, real or imaginary, who never drinks. Description includes an explanation for his abstention. Teacher can present an example of an inappropriate reason for abstaining, such as:

> "Sam's father was an alcoholic. Sam was terribly disgusted and bothered by this and resolved he would never end up like his father. So Sam decided early in life never to drink, because he was always afraid that one drink might turn him into someone like his hated father."

Students break down into small groups and are given written instructions to:

1. Read each others' paper.
2. Write a list of the reasons why some people don't drink.
3. Which, if any, of the reasons for not drinking are good reasons not to drink?

Groups report conclusions to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- This Activity can be conducted as a class discussion.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a teetotaler tries to "talk" a social drinker into abstaining.
- Students create a collage or mobile illustrating the reasons why some people abstain. Each student interprets in writing or orally one other student's collage or mobile. To the satisfaction of the artist and teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 19
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students suggest substitute activities for abusive drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink and abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.
OTHER:

ACTIVITY:

Students write response to the following scenario:

> Your older brother has been spending most of his evenings and part of his weekends drinking beer with friends. He says he does this "because there's nothing else to do in this town." What specific things could you suggest that he do instead of drinking?

Class discussion follows on:

- Which of the activities mentioned are good things people can do instead of drinking too much? Write them down.
- Why might some kids rather drink than do these things?
- Do some kids really drink because "they're bored and there's nothing else to do" or is this a "cop-out" -- an excuse to drink, or an excuse not to examine other reasons why they drink?
- What can the community do to help provide alternatives?
- What can the family do to help provide alternatives?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The scenario should be altered to suit the age, sex, culture, etc. of the students responding to it.

EVALUATION METHODS:

- Students respond in writing to a new scenario describing an adult neighbor who spends his evenings and weekends drinking with his friends because "there is nothing else to do."
- Students write descriptions of ways they use or have used to overcome boredom.

REFERENCE #: 1

CONTENT REFERENCE: NA

CLASS TIME: 1 period, plus OCT.

ACTIVITY #: 20

TOPIC: Attitudes and Reasons

METHOD: Discussion

CORE ACTIVITY:

Students evaluate the reasons for and attitudes about drinking expressed in cartoons, jokes, comic strips and greeting cards that involve alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, evaluating.

OTHER:

ACTIVITY:

Students are assigned to collect all cartoons, jokes, comic strips and cards they read and hear over a period of several weeks that describe alcohol use. Students and teacher suggest good sources such as daily and Sunday newspapers, magazines, TV and radio. Sample cartoons appear on the following page.

After collecting sufficient materials, students break into small groups and are given written instructions to:

1. Examine each others' materials.
2. List the reasons stated or implied for why the individuals in the cartoons, etc. are drinking.
3. Decide and record what the cartoonist's attitude seems to be toward these reasons for drinking.
4. Decide and record whether you think these reasons for and attitudes about drinking are "good," "bad" or "indifferent" and why. (½-1 class)

Groups report their findings to the class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

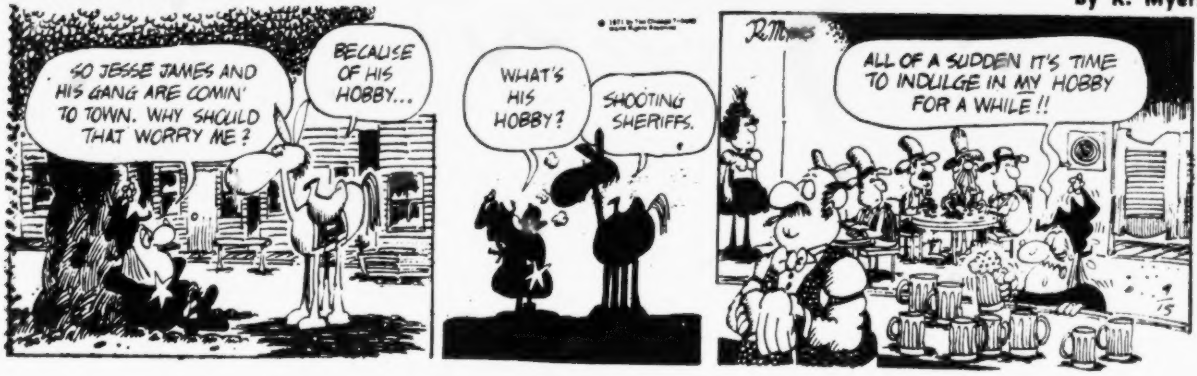
- Students can examine attitudes toward alcohol expressed just in humorous greeting cards.
- Activity can be conducted as a class discussion or a written report.

EVALUATION METHODS:

- Students create their own cartoons, jokes or comic strips and other students analyze them as they did in small groups. To the satisfaction of the author and the teacher.

Sample cartoons illustrating reasons people drink or abstain.

BROOM HILDA **By R. Myers**


SO JESSE JAMES AND HIS GANG ARE COMIN' TO TOWN. WHY SHOULD THAT WORRY ME?
BECAUSE OF HIS HOBBY...
WHAT'S HIS HOBBY?
SHOOTING SHERIFFS.
R. Myers
ALL OF A SUDDEN IT'S TIME TO INDULGE IN MY HOBBY FOR A WHILE!!
9/15

Reprinted through the courtesy of the Chicago Tribune-New York News Syndicate, Inc.

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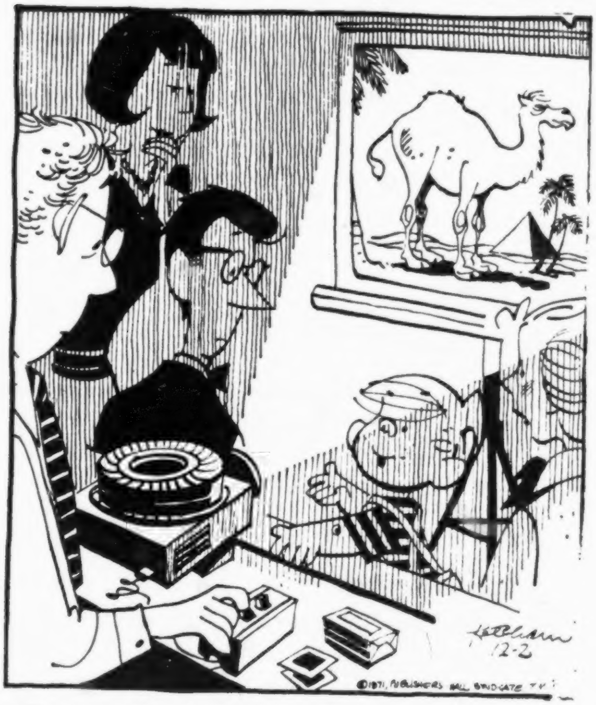
DENNIS THE MENACE By Hank Ketcham


Ketcham
12-2
©1971, PUBLISHERS HALL SYNDICATE T.V.

"That's nothin'! My uncle Ernie went for three months once without takin' a drink!"

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 21
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students analyze songs about alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER: For ballads, consult Fireside Book of Folk Songs (Simon and Schuster), Fireside Book of Favorite American Songs (Simon and Schuster) and Tom Glazer's Treasury of Folk Songs (Grosset and Dunlap).

ACTIVITY:

Students and/or teacher collect records, lyrics and/or tape recordings of songs involving alcohol use. Sample songs of the past that touch on alcohol are:

- "Drink to Me Only with Thine Eyes" (English Ballad)
- "One for My Baby and One More for the Road" (Frank Sinatra)
- "Let's Go Get Stoned" (Ray Charles and contemporary revival)
- "Have Some Madeira, My Dear" (Swann and Flanders)
- "Thunder Road" (Robert Mitchum)
- "Copper Kettle" (Joan Baez)
- "Three Jolly Coachmen" (The Kingston Trio)
- Many Irish drinking songs and Negro Blues songs.
- Many ballads, such as:
    - "There Is a Tavern in the Town"
    - "What Shall We do with the Drunken Sailor"
    - "Little Brown Jug"

Teacher plays a song and/or class reads lyrics. Class discusses attitudes toward alcohol expressed in the songs and the reasons the people described drink.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can create their own lyrics and/or melodies.

EVALUATION METHODS:

- Students write additional verses to the songs they heard or read that continue the song's attitude toward alcohol.
- Students listen to another song and write or give an explanation of why the individuals described drink or abstain.

REFERENCE #: 1
CONTENT REFERENCE: 208-209
CLASS TIME: 1 period

ACTIVITY #: 22
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss relationship between drinking and maturity.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate relationship between drinking and maturity in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, influencing, analyzing, evaluating.
OTHER:

ACTIVITY:

Students write two detailed character descriptions, one of someone they know personally who is unusually mature, the other of someone they know who is unusually immature. Students concentrate on describing what it is about these individuals (how they act, what they say, how they feel) that makes them appear mature and immature. Papers are read anonymously and class discussion is held on:

- the attributes of the mature and immature individuals, noticing which attributes seem to appear in several character descriptions.
- definitions of maturity and immaturity. These two definitions should begin: "A mature (or immature) person is someone who (describe how he acts and feels)."
- when you can tell, if at all, when alcohol use indicates a mature person and an immature person. How do you know?
- when you can tell, if at all, that abstention indicates a mature and immature person. How do you know? (1 class)

Teacher may need to comment in particular on how moderate drinking is often seen in America as a sign of maturity whether in fact it is or isn't. People feel you should be mature before you drink; therefore anyone who drinks must be mature.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 14 involves the creation of collages that illustrate maturity and immaturity.

EVALUATION METHODS:

- Students respond to teacher's written and/or oral questions on alcohol use and maturity.

- Students respond to teacher's written and/or oral questions on alcohol use and maturity.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 23
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss whether it is ever appropriate to get drunk.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, evaluating, analyzing.
OTHER:

ACTIVITY:

Half of the class writes a response to the following scenario:

> You believe that people should never get drunk. Describe two situations of someone getting drunk that you feel were 'wrong' -- he (she) shouldn't have done it. In one have a man as the central character; in the other, a woman. Describe why the person got drunk, how it affected him, etc.

The other students respond to the following instructions:

> You believe that it is all right to get drunk. Describe two times when someone gets drunk that you feel were O.K. In one have a man....etc.

Teacher makes it clear that situations may be real or fictitious. Teacher then holds class discussion on:

- when, if ever, it is legitimate to get drunk
- why it is O.K. or not O.K. to get drunk in each of the situations described.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 24 discusses differences between responsible and irresponsible drinking behavior.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a teetotaler or AA member discusses with a heavy drinker whether it is O.K. to get drunk on certain occasions.
- Students respond to teacher's written and/or oral questions on drinking to get drunk.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 24
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students distinguish responsible from irresponsible drinking behavior and establish criteria for each.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating, influencing, evaluating.
OTHER:

ACTIVITY:

Students write descriptions, real or fictional, of any drinking behavior and pattern of adults and teenagers. Divide the class so that descriptions are written about male and female, adults and teenagers.

The descriptions must include quantity, frequency, type of alcohol, conditions under which it is drunk and reasons for drinking it.

Papers are read aloud and class discussion is held on:

- the different types of drinking patterns for each of the four categories of people
- which drinking patterns are "responsible" and which are not for each type of person, and why
- how students decided what is responsible drinking behavior and what isn't. End up with a definition that begins: "Drinking behavior is responsible if it...."

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 18 on reasons for abstaining is a related Activity.
- Teacher can write descriptions and students respond to them.
- Activity # 23 discusses legitimacy of getting drunk.

EVALUATION METHODS:

- Students role play or write the dialogue to scenarios in which heavy drinkers, teetotalers and social drinkers of different ages and sexes criticize each others' drinking behavior.
- Students respond to teacher's written and/or oral questions on what constitutes responsible drinking behavior.

REFERENCE #: 1
CONTENT REFERENCE: 217-219
CLASS TIME: ½ period

ACTIVITY #: 25
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students discuss their feelings about alcoholics and drunk people.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate constructive feelings they can have when they are with someone who is drinking in order to develop constructive attitudes toward the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, empathizing, influencing, evaluating.
OTHER:

ACTIVITY:

Students write or respond orally to the following scenario:

> You are a grownup, coming home alone from a meal in a cheap diner. The food must have been spoiled or something, because -- all of a sudden -- you get awfully sick. You feel so bad you can hardly stand up. You know you are going to throw up, so you go to the curb. You are holding onto a parking meter and getting sick in the street when a policeman taps you on the shoulder and hauls you in for public drunkenness. You try to explain your problem but the police don't believe you and throw you in the 'tank,' the police cell for drunks. While in the cell you have found some Tums in your shirt pocket which you eat and feel better. There are six drunks in the cell with you. Three are still drunk and are staggering, one is asleep, and two seem pretty sober. You are not really worried, because you know the judge will let you out in the morning. You know you weren't drunk, and the police have no real proof otherwise.

1. Will you talk with any of these people? Suppose one of them comes over and starts talking to you? What will you do? Why?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity # 31 involves a discussion of distinctions between alcoholics and social drinkers.
- Activity # 32 has students abstaining from a desirable activity to feel what it might be like to be an alcoholic.

EVALUATION METHODS:

- Each student writes his own scenario involving contact with a drunk. Students exchange scenarios and write what they would do in that situation, what they would feel and why. To the satisfaction of the author of the scenario and the teacher.
- Students write their own scenarios either individually or in small groups. Other students or groups role play these scenarios. To the satisfaction of the author(s) and the teacher.

ACTIVITY (CONT'D):

2. How do you feel about being locked up with them all night? Why?

Class discussion follows on these behaviors and feelings, in such terms as:

- what are the different feelings people can have about alcoholics or people who are drunk?
- which feelings are students most comfortable with and why? Which are most likely to lead to helping someone who is drunk?
- why do people have different feelings?

REFERENCE #: 1 ACTIVITY # 26
CONTENT REFERENCE: NA TOPIC: Attitudes and Reasons
CLASS TIME: 1½ periods METHOD: Discussion

CORE ACTIVITY:

Students decide how different types of people would respond to a panhandler's request for money.

OBJECTIVE:

Students demonstrate knowledge of why and how people interpret alcohol issues and behavior differently in order to make responsible decisions about drinking and in order to deal responsibly with the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, analyzing.

OTHER: Activity #83 on how students themselves would respond to a panhandler's request for money can precede this Activity.

ACTIVITY:

Students explore why people have different attitudes toward drinking and drunkenness by deciding whether a variety of people would give money to a panhandler who obviously seems to want it for a drink. To give Activity greater impact, students with drawing capabilities sketch each individual described before the teacher duplicates the pages for distribution. If students in the class are not artistically inclined, the Activity can begin by first having students find and cut out pictures of people fitting the descriptions from magazines and similar sources. (½ class)

Teacher distributes descriptions (on following page) of different people being importuned for money by panhandlers. Class breaks into small groups and is given written instructions to:

1. write the answer to the panhandler you feel each individual confronted would give. If you think the individual would not even answer the panhandler, write down what he is thinking and describe his attitude.
2. if you feel these different individuals might respond differently to the panhandler, discuss why they might do so. Why don't they all react the same way? (½ class)

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can also be used for discussing students' feelings toward problem drinkers.
- Activity can be a class discussion.
- Students can discuss what they feel would be the answers these individuals would give to the questions about drunkenness in Activity #39.

EVALUATION METHODS:

- Each student describes one more person being importuned by a panhandler. Students exchange descriptions and each student explains how he thinks this new individual would respond and why. To the satisfaction of the author and the teacher.
- Students engage in Activity # 83 in which they describe how they would respond to a panhandler's request for money.

ACTIVITY (CONT'D):

Groups report "answers" to the rest of class and explain why they chose the attitude and answer they did for that person.

Teacher raises for discussion issues of:

- why different people respond differently to drinking and drunkenness -- including such factors as ethnicity, age, drinking habits and experience, and occupation.
- why different students predicted different responses by the same individual. This may involve a discussion of stereotyping -- making assumptions about people's attitudes from clues such as the way an individual dresses, his age, his hairstyle, his occupation, etc.

SAMPLE SCENARIOS

A gentleman, dressed in a tuxedo, has just come out of a supper club and is standing in front of it waiting for a taxi. He has short, dark hair and stands very erect with a calm, confident air. A panhandler, with liquor on his breath, walks by and says, "Say, buddy, can ya spare a quarter?" How does the gentleman respond? What does he feel toward the panhandler? What is he thinking?

A young woman, dressed in a nurse's uniform, has just stepped off the bus on the way, probably, to the city hospital. Her hair is neatly pinned up on top of her head and she has the look of a well scrubbed apple. As she walks to the hospital, a panhandler sidles up to her and says, "Say, lady, could ya spare a quarter?" How does she respond? What does she feel toward the panhandler? What is she thinking?

A young man with fairly long hair covered by a construction worker's helmet, is having his lunch at an urban renewal site. He is dressed in a T-shirt and sneakers and has bulging muscles showing below the short sleeves. He is drinking a beer with his liverwurst sandwich. A panhandler walks by and says, "Say, buddy, can ya spare a dime?" How does the man respond? What does he feel toward the panhandler? What is he thinking?

A young man, dressed in bell bottom trousers with a bright blue double breasted jacket partially covering a thick polka-dotted tie is escorting his date out of a night club back toward their car. They are both laughing loudly, perhaps due to the cocktails they probably were drinking in the club. A panhandler asks the young man, as he unlocks the door for his date, "Say, buddy, can ya spare a dime?" How does he respond? What does he feel toward the panhandler? What is he thinking?

New scenarios can be created by altering the importuned person's apparent occupation, hair style, manner, age, clothing and place he is leaving or going to.

REFERENCE #: 2-1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY # 27
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students formulate questions about alcohol and later have a panel "quiz show" using them.

OBJECTIVE:

Activity is designed to reveal student concern.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.
OTHER: Activity is also useful for evaluating what students have learned about various alcohol topics.

ACTIVITY:

Students break into small groups and are instructed to discuss and write down all the questions about alcohol they want the course to answer. Questions should be as specific as possible, such as, "Will alcohol rot the brain?" Questions should be kept in a convenient file, for example using 3x5 cards.

After the course is over, a "quiz show" is set up with a panel of students as questioners and a panel as respondents. The questioners take turns posing questions taken from the cards. The teacher referees by indicating which student raised his hand first after each question is read and is therefore entitled to try to answer it. Students earn a point for each correct answer and lose one point for each incorrect answer.

During the course, cards are kept in a file on the teacher's desk, available for students to add to or consult before or after class or during recess or after school. Students are told to add new questions on a 3x5 card anytime they want.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can answer the card questions individually or in small groups.
- Cards can be given point value (from 1-5 depending on difficulty of question). Student can specify value of card they want to attempt to answer.

EVALUATION METHODS:

- Self-evaluating.

REFERENCE #: 1
ACTIVITY #: 28
CONTENT REFERENCE: NA
TOPIC: Attitudes and Reasons
CLASS TIME: ½-1 period
METHOD: Discussion

CORE ACTIVITY:

Students interpret pictures of drinking without seeing the accompanying captions.

OBJECTIVE:

Students demonstrate knowledge of why and how people interpret alcohol issues differently in order to make responsible decisions about drinking and in order to deal responsibly with the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER: Activity can also be used as an introductory Activity on why people drink.

ACTIVITY:

Teacher supplies students with drawings and/or photographs from magazines or newspapers depicting alcohol use, or pictures that appear to depict such use. Teacher cuts off the explanatory captions before showing them to students but numbers pictures and captions so that captions can later be reunited with appropriate pictures.

Each student is given two or more pictures and instructed to write down why he thinks the depicted people are drinking.

Class discussion then follows in which teacher or students read the explanations written by students and students explain why they interpreted each picture the way they did.

After each picture is discussed, teacher reads the original caption and class discusses why pictures may have been misinterpreted.

Finally, teacher makes list on board of reasons students gave for why people drink, such as for relaxation and for taste.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #45 has students look at pictures and write endings to what is depicted; Activity #46 has them write stories of their own choosing about alcohol.

EVALUATION METHODS:

- In small groups, students devise a role play situation similar to ones they saw in the pictures. Each group role plays its scenario and other students attempt to interpret it. To the satisfaction of the group that devised the role play and the teacher.
- Students respond to written and/or oral questions on why people drink or abstain.

REFERENCE #: 1
CONTENT REFERENCE: 201-204
CLASS TIME: ¼-1 period

ACTIVITY #: 29
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students take a poll on their experiences with alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate why people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is designed to inform teacher of level of student experience as well as provide opportunity to raise issue in class of why people drink.

ACTIVITY:

Before taking experience poll, students anonymously write on a blank questionnaire what they predict the class results of a poll will be.

Students then take poll anonymously. Sample questions appear on the next page. Teacher and students tabulate results immediately afterwards on the blackboard. Class then compares predictions with reality and discusses any discrepancies.

Teacher raises issue of why people drink, using poll results as a take-off point. For example, do students who drink in parks have different reasons from those who drink at home or those who drink as a part of religious ceremonies? Teacher can also raise issue of why people have had different drinking experiences, including factors of parental attitudes and behavior, ethnicity, religion and peer pressures.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write their own polls, either as a class, in small groups or individually. Other students can answer them.
- For younger students, this activity can be rephrased for behavior witnessed rather than actually performed.

EVALUATION METHODS:

- Students write a class profile of its drinking experiences.

Alcohol experience poll

1. Have you ever drunk alcohol? Yes No

2. If so, how many times?

   0 1 2-4 5-10 11-20 over 20 times

3. Have you ever been "high"? Yes No

4. When you drank, was it usually: alone? with others?

5. When you drank, what kind of alcohol was it?

   beer wine whiskey other (both beer & wine? brandy? etc.)

6. How old were you when you had your first drink if you have ever drunk?

   under 8 9 10 11 12 13

7. Where do you drink now, if you drink?

   at home at friends' homes in cars in parks

   in school in restaurants other:

8. Have you ever been offered a drink and refused it?

   Yes No couple of times often

9. Have you ever asked for a drink and been refused?

   never once couple of times often

10. If yes, were you refused by

    mother father older brother older sister

    friend older friend stranger other:

REFERENCE #: 2-1
CONTENT REFERENCE: 160-162
CLASS TIME: 2½ periods

ACTIVITY #: 30
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students critically evaluate alcohol advertisements.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, decision-making, writing, getting involved.
OTHER:

ACTIVITY:

Students and teacher bring to class a variety of advertisements from magazines and newspapers, television and radio. TV or radio ads must be written down verbatim or tape recorded, accompanied by a written description of the video parts. Using these ads the teacher explains the major advertising techniques employed.

Students break into small groups and are given written instructions to:

1. Look over all the ads and select one for analysis.
2. Discuss all the things the ads say its drink can do or hints it can do. Write these down.
3. Which are true, false, unproven and unprovable? Write this down, too. (½ class)

Groups report findings to class and respond to questions and comments from class and teacher. (½ class) Groups reform and are given new written instructions to:

1. Write a letter to the advertising agency that produced the ad and/or to the alcohol beverage company whose drink is being advertised. These letters should: (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- This Activity can be conducted as a class discussion.
- Teacher can obtain ads from old magazines and class can compare them with today's ads.
- Students can act out radio or TV ads and then evaluate them.

EVALUATION METHODS:

- Students analyze a new alcohol advertisement along the lines outlined above. Students split into pairs and compare their analyses. To the satisfaction of their partner and the teacher.

ACTIVITY (CONT'D):

- Point out any things it says about its drink that aren't true. If there are none, congratulate company.
- Ask how the company can do this.
- Ask the company to answer your letter.

2. Write a second letter to send to a consumer protection agency. This letter should:
   - Point out the things the ad says about its drink that aren't true.
   - Ask what the agency can do about the lies or distortions.
   - Ask what, if anything, private citizens can do.
   - Ask the agency to write you a letter back.
   - Decide whom to send your letter to by looking at phone book and asking the teacher. Three possibilities are:

(1) Radio Code of Good Practices
National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C.

(2) Television Code of Good Practices
National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C.

(3) Consumer's Union
256 West Street
Mt. Vernon, N.Y. 10550

Before mailing letters, groups read them aloud for comments from class and teacher about possible revisions. Class then discusses whether it feels ads really influence people to buy or whether they simply influence what brands people will select.

REFERENCE #: 1
CONTENT REFERENCE: 135-137
CLASS TIME: ¼-½ period

ACTIVITY #: 31
TOPIC: Attitudes and Reasons
METHOD: Discussion

CORE ACTIVITY:

Students and teacher define terms such as "alcoholic," and "social drinker."

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing, discriminating.
OTHER:

ACTIVITY:

The teacher begins by emphasizing the need for agreed-upon definitions so that disagreements over issues are not beclouded by disagreements over the meaning of terms.

Students write a detailed description of two different people, real or fictitious, one of whom they feel is an alcoholic, the second a social drinker. Names are omitted.

Students break down into small groups and are given written instructions to:

1. Read each others' papers.
2. See if there is any agreement in your descriptions of who is an alcoholic and a social drinker. Do all or most of your papers describe the same behavior and feelings for each? Write these agreements on a separate piece of paper.

Group leader reads results and class discussion follows in which definitions of these terms are formulated.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- A similar procedure may be used for other terms requiring agreed-upon definitions.
- Activity can be conducted as a class discussion.
- In Activity # 25 and # 26 students discuss their feelings about alcoholics.

EVALUATION METHODS:

- Each student is given two to five of the descriptions of alcoholics and social drinkers written by other students and writes whether they actually describe what they were intended to describe, and why or why not. To the satisfaction of the authors and the teachers.
- Students respond to teacher's written and/or oral questions on characteristics of social drinkers and alcoholics.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 32
TOPIC: Attitudes and Reasons
METHOD: Drama: simulation

CORE ACTIVITY:

Students abstain from one or more very desirable activities to feel what it might be like to be an alcoholic.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Accepting, empathizing.

OTHER: Students need to have already discussed what an alcoholic is. See Activity # 31.

ACTIVITY:

Students develop a list of common activities they engage in that might be difficult for them to abstain from. Examples include:

using salt and/or sugar
using telephone
eating candy
drinking soda pop
playing athletics
drinking no beverages except water
watching TV
having between meal snacks

Each student selects one or more activities and attempts to abstain from it (them) for an agreed upon length of time depending on the activity and its importance to the student's needs and health. At the end of that period each student writes an account of, or reports to the class on:

- whether he succeeded
- why he feels he was able or unable to succeed
- his feelings during the period of abstinence, such as boredom, anger, grouchiness, preoccupation with the "forbidden" activity, jealousy toward others who were not abstaining, urge to hide the "forbidden" object(s) from sight.

If written, each student reads results back to class and, in either case, discusses how this compares with an alcoholic's attempt to

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- All students abstain from same thing and class discusses possible explanations for why some students "held out" longer than others.
- Activity # 25 and # 26 discuss students' feelings toward alcoholics.

EVALUATION METHODS:

- Students write what it might feel like for an alcholic to abstain from alcohol by using their own experiences as analogies. Students also note how their abstinent behavior may be different from that of an alcoholic.

ACTIVITY (CONT'D):

abstain.

REFERENCE #: 1
CONTENT REFERENCE: 160-162
CLASS TIME: 1½-2½ periods

ACTIVITY #: 33
TOPIC: Attitudes and Reasons
METHOD: Drama: role play

CORE ACTIVITY:

Students pretend they are advertisers and create their own alcohol or anti-alcohol ads.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, analyzing.

OTHER: Students need to have already studied alcohol advertising techniques, as in Activity # 30.

ACTIVITY:

Students take the role of alcohol advertisers or anti-alcohol advertisers and create ads to influence various types of people to drink or abstain.

Class divides into small groups and is given written and oral instructions to:

1. Pretend you are the heads of an advertising company. Decide first:
   (a) whether you want to persuade or influence people to drink or not to drink.
   (b) whom you want to persuade. For example, you may want to persuade:
      - young businessmen who want to get ahead
      - middle-aged housewives who want to stay young
      - teenage football players
      - swinging college girls
      - hard-working factory workers
      - some other group of people you choose.
   (c) decide, if you want them to drink, whether you want them to drink wine, beer or whiskey. If you don't want them to drink, decide which kind of alcohol you don't want them to drink. (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Teacher may want to assign products and target groups to each group in order to assure a wide range of results.
- Student can create and perform radio or TV ads.
- Activity # 30 involves students in evaluating alcohol ads; Activity # 73 discusses whether they should be banned or restricted.

EVALUATION METHODS:

- Based on the groups' advertisements, students explain orally or in writing why people drink or abstain.
- Students role play or write lecture of an advertising executive giving a speech to a group of new junior employees on how to influence people to drink or abstain. To the teacher's satisfaction.
- Students role play or write the dialogue to scenario in which a person who believes in ads against drinking argues with someone who believes in ads for drinking.

ACTIVITY (CONT'D):

2. Now create your ad. Use any materials you want, including songs, pictures and dialogue. (1-1½ classes)

Upon completion of advertisements, each group presents its ad to the class and responds to comments and criticisms from class. Teacher directs discussion to what ads reveal about why people drink or abstain and raises issue of whether people should influence others to drink and/or abstain. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 34
TOPIC: Attitudes and Reasons
METHOD: Drama: role play

CORE ACTIVITY:

Students role play different scenarios involving alcohol.

OBJECTIVE:

Activity is designed to help reveal student concerns about and attitudes toward alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, empathizing, decision-making.

OTHER: This Activity is useful as an introduction to the unit to enable the teacher to discover student concerns about and attitudes toward alcohol. Activity is also a good evaluation of what students have learned about attitudes toward alcohol.

ACTIVITY:

Students role play different scenarios involving alcohol use such as those suggested on the following page or any of those described in the role play section of each topic. Participants read their profiles to the class and then describe how they felt while role playing. Observing students discuss after each role play how they might have acted.

As soon as possible, even after one role play, students break into small groups. Each group is instructed to create its own scenario which is then role played by another small group.

Upon completion of role plays, students and teacher extrapolate what seem to be the students' attitudes toward alcohol as revealed by the scenarios they developed and the ways they role played them. This can be done only by discussing the role plays with the students, because each is subject to different interpretations. For example, if the "married man" willingly buys the "minor" the champagne, this may indicate trust in youth's responsitility or greed. If the "parent" punishes his "son" severely, this may indicate a real concern for his well-being or a lack of trust in his responsibleness.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #44, #45 and #46 are related activities for discovering student concerns.

EVALUATION METHODS:

- Students repeat role plays at end of unit of study and see what alterations they have introduced.

SAMPLE SCENARIOS

You find your 13 year old son drinking beer in the park with a friend. What do you say and do? How does your son respond?

Your boyfriend at a party starts to get drunk. You know this is happening. What, if anything, do you say and do? How does he respond?

You are leaving a party and are offered a ride home by your best friend who is drunk. What, if anything, do you do or say? How does your friend respond?

You have just lost your job from drinking too much and missing work due to hangovers. You go to a social welfare agency for help. What do you say? What does the social worker say or recommend?

You go home with your friend after school and find his(her) mother drunk. What, if anything, do you say to your friend. What does the friend do? What does the mother say?

Your class is going on a field trip. Each student must pay $1.50. You ask your parents, but there is no money because of your father's heavy drinking. What do you do, say? What do the parents say?

Your father has been drinking beer all day while he watched the ball game on TV. Now he has decided to drive across town for a pizza. There is no one else at home. What do you say or do? How will he respond?

Your mother just got home from an afternoon of cards with 'the girls.' She smells of liquor and had trouble getting in the front door. She has had the family car for the day, so now she is getting ready to drive to pick your father up at work. There is no one else at home. What do you say or do? How will she respond?

SAMPLE SCENARIOS

Your parents are away, and you have a friend visiting. He suggests you both try "a little" of the liquor in the house. What do you both do or say?

You have tried your parents liquor, quite a bit, without their knowledge. They come home and find you acting "funny." What happens?

You want to see what will happen if you pat alcohol in your cat's water. Your cat goes tearing through the house, causing damage. Your mother finds out what happened and you two talk it over. What is said?

In a park near your home, an intoxicated man tries to be friendly with you. What do you both do and say?

You are selling candy for Boy Scouts/Girl Scouts. When you ring, a drunk lady comes to the door. What do you both say?

REFERENCE #: 2-1
CONTENT REFERENCE: 161-162
CLASS TIME: ½-1 period, plus OCT

ACTIVITY #: 35
TOPIC: Attitudes and Reasons
METHOD: Independent Study: field trip

CORE ACTIVITY:

Students keep a written list of their exposure to alcohol for one or more days.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of alcohol advertising on people's attitudes and behaviors in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.
OTHER:

ACTIVITY:

Students volunteer to keep a detailed written list on 3X5 cards of their exposure to alcohol for a given period of time such as one day, two days or a week. Examples of types of exposure (that students and teacher can add to) are:

1. Advertisements on TV, radio, billboards or newspapers
2. Liquor trucks, package stores and bars
3. References in conversations participated in or overheard
4. Drinking or seeing people drinking in reality or in movies or on TV.

After collecting exposure references, students read off their results to the class and total the type and number of exposures. Class then discusses what influence such exposure probably has on children, teenagers, and adults and why; and whether people who have different exposure experiences may end up with different attitudes toward alcohol.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Entire class can conduct this Activity.
- Different students can be assigned to watch TV at different times and keep a record of all references to alcohol. Class can analyze results in terms of TV's influences on drinking attitudes. Activity # 30 and # 33 also treat alcohol ads.

EVALUATION METHODS:

- Students write short biographies of a day in the life of a classmate that lists all probable contacts with alcohol and suggests what their effect might be and why.

REFERENCE #: 1 ACTIVITY # 36
CONTENT REFERENCE: 218-219 TOPIC: Attitudes and Reasons
CLASS TIME: 1 period, plus OCT METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview people about their attitudes toward problem drinkers.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing.

OTHER: Activity #25 or #26 on students' own attitudes toward drunk people can precede this one. For some questions, students will also need to have gained a minimal understanding of who alcoholics are. See Activity #31.

ACTIVITY:

Students pair up to interview neighbors and/or strangers about their attitudes toward problem drinking. The teacher suggests local places to visit to conduct interviews, such as laundromats, sandwich shops, and bowling allies, where students might go alone with ease and parental approval.

Each pair of students creates its own list of questions, such as:

1. Would you permit your daughter (son) to visit a friend whose mother is an alcoholic? Why?
2. Do you feel alcoholism is a disease or a crime? Why?
3. Do you feel it is wrong for people to get drunk? Why?

Teacher may wish to duplicate a page which includes one of the above questions and have students add questions to the page and then use it for note-taking during their interviews.

After conducting 5-8 interviews, each pair reports its results to the class and responds to questions and comments from class and teacher. During these reports teacher develops a chart on the blackboard which tabulates the various responses (yes, no, uncertain) and categorizes the reasons for them (fear, disgust, sym-

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students respond to teacher's written and/or oral questions about the community's attitudes toward problem drinking.

ACTIVITY (CONT'D)

pathy, apathy, etc.). This latter exercise will require interpretation by students on what they think is the basis for the reasons given by an interviewee.

REFERENCE #: 1 ACTIVITY #: 37
CONTENT REFERENCE: 193-199 TOPIC: Attitudes and Reasons
CLASS TIME: 2-3 periods, plus OCT METHOD: Independent Study: poll

CORE ACTIVITY:

Students write and conduct poll to determine why and how much people drink.

OBJECTIVE:

Students demonstrate knowledge of how much, what, and why people drink in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching, analyzing, writing.
OTHER: Administration and/or parent approval may be necessary for this Activity.

ACTIVITY:

A small group of students decides what questions about alcohol use it would like to ask and whom it would like to ask. Group solicits additional questions from classmates. Sample questions include:

1. For which of the following reasons do you most often drink; list in order of frequency:
   - relaxation
   - taste
   - to be sociable
   - to act grown up
   - to get high

2. How many of each of the following did you drink last month?
   - beers
   - glasses of wine
   - martinis
   - shots of whiskey

Group tests poll by administering it to own class. (½ class) After writing and administering poll, group collates results. Group prepares evaluative report of findings and presents it to class and responds to questions and comments from class and

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Group can write an article based on its findings and submit it to school and community newspapers.
- Students can compare results with those of other surveys reported in Bacon and Jones, Teen-Age Drinking, pp. 35 ff.
- Similar polls can be conducted to determine: (over)

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a sociologist "interviews" a man-in-the-street on his drinking habits. To the satisfaction of the research group and teacher.
- Students respond to teacher's written and/or oral questions on poll.

ACTIVITY (CONT'D):

teacher. (1½-2½ classes)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

1. why people who don't drink abstain
2. what attitudes people have toward alcohol use
3. how and when adults and students learn(ed) about alcohol.

- Two or more small groups can conduct polls and compare results.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 3-4 periods

ACTIVITY #: 38
TOPIC: Attitudes and Reasons
METHOD: Independent Study: poll

CORE ACTIVITY:

Students conduct poll on how people learned about alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, questioning, analyzing.

OTHER: Parental and/or administration permission may be necessary for engaging in this Activity.

ACTIVITY:

A small group of students conducts poll of how other people learned about alcohol. Group first decides whom it wants to poll, such as parents, teachers, or older students. Group then draws up a list of questions to ask, such as:

1. Where did you learn most of what you know about alcohol? from: (circle as many as apply)
    - parents
    - friends
    - books
    - movies
    - television
    - radio
    - school
    - brothers and sisters drinking
    - yourself
2. From which of these sources would you have liked to learn more about alcohol?
3. Which, if any, of these sources, did you learn the most incorrect information from?

Group administers by poll to class as "dry run." (½ class)
After conducting poll, group tabulates results. (1-2 classes)

Group prepares and presents report to class on findings, including an evaluation of the best methods for educating people about alcohol. Group responds to questions and comments from class and teacher. (1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups can conduct polls and compare findings; or Activity can be conducted by an entire class.

EVALUATION METHODS:

- Students role play educator being "interviewed" on how people learn about alcohol. To the satisfaction of the research group and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: 2½-4½ periods

ACTIVITY #: 39
TOPIC: Attitudes and Reasons
METHOD: Independent Study: poll

CORE ACTIVITY:

Students conduct poll on what people think constitutes responsible drinking behavior.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, analyzing, influencing.

OTHER:

ACTIVITY:

A small group of students conducts a poll on what people think is responsible drinking behavior. Group decides to whom to administer the poll, such as parents, other adults, other students, teachers or people in specific agencies, such as Departments of Alcoholism or Mental Health. Group then draws up a list of questions to ask, such as:

1. Is getting drunk on Friday nights at a card game and not driving home responsible drinking behavior?

   Yes No

2. Is having a martini before lunch or highball before dinner and a nightcap before bed responsible drinking behavior?

   Yes No

Group also tests poll on own class. (½ class)

After conducting poll, group tabulates results. It then prepares report on findings and presents it to class, responding to questions and comments from class and teacher. (2-4 classes)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Follow-up discussion can be held on what class feels constitutes responsible drinking behavior. (See Activity # 24)
- Two or more small groups can conduct Activity and compare findings; or an entire class can engage in it.

EVALUATION METHODS:

- Students engage in Activity # 24 a discussion of responsible drinking behavior.

Sample written evaluation questions to determine student attitudes toward alcohol use, abuse and abstinence. Answers may reflect tolerance or intolerance of abstention, alcohol use and alcohol misuse.

A. Short Answer:

1. Which, if any, of the following people are drinking too much? What makes you think so? (Be brief)
   - He goes bowling every Saturday night and ends up drunk but doesn't get into trouble.
   - He has a cocktail before dinner and a highball before bedtime.
   - She takes one drink and she has to keep drinking until she's drunk.
   - Every Friday they go out, get drunk, and look for a fight.
   - Whenever Sam's mother-in-law visits, he goes out drinking with his friends.
   - He has two martinis with lunch, a cocktail when he gets home from work, and a drink or two before bedtime.
   - Mr. and Mrs. Jones have half a bottle of wine with their dinner nearly every night.
   - Whenever she plays bridge with her friends, about once or twice a week, she has two beers. At parties she has a couple of drinks, too.
   - He goes out with his friends two or three nights a week, gets pretty drunk and then sleeps it off the next morning.

2. Respond to the following letter:

   Dear Abby,
   I am 16 years old and can't decide whether or not to drink or how much to drink. What should I do?

B. Agree-Unsure-Disagree:

1. Alcohol companies shouldn't be allowed to advertise their products at all.
2. Alcohol companies should not be allowed to advertise hard liquor on TV.
3. Alcohol has no good effects on people.
4. Alcohol has no bad effects on most people.
5. Alcohol has some good and some bad effects on people.
6. It is always wrong to get drunk.
7. There are times when it's all right to get drunk.
8. Alcohol should be taxed so high that most people can't afford to drink it.
9. There are no good reasons for drinking.
10. There are several good reasons for drinking in moderation.
11. It's wrong to drink alcohol.

12. A drink or two at social occasions can serve a useful purpose.
13. This country should give up drinking alcohol once and for all.
14. There's something wrong with people who have a drink or two to relax at night.
15. It's really difficult to have a good party unless people have a few drinks in them.
16. Doctors and teachers should not drink.
17. Teenagers should never drink.
18. People who don't drink are bores.
19. There are no good reasons for not drinking.

REFERENCE #: 1

ACTIVITY #: 50

CONTENT REFERENCE: NA

TOPIC: Attitudes and Reasons

CLASS TIME: ¼-½ period

METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate class attitudes toward reasons for drinking and abstaining.

OBJECTIVE:

Activity is designed to reveal student attitudes toward reasons given for drinking and abstaining.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward the reasons people give for drinking and abstaining. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings. Students should be told in advance that there are no right or wrong answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to determine student attitudes toward reasons people give for drinking and abstaining. Answers may reflect tolerance or intolerance of alcohol abstention, use or abuse.

A. Short Answer Questions:

1. Which, if any, of the following are good reasons for drinking alcohol in moderation? You may circle as many as you want.

escape problems
relieve nervousness
tradition
get "high"
taste
celebration
kicks
feel mature
pressure from friends
to relax
to be sociable
religious ceremonies
rebellion

2. Which, if any, of the above are good reasons for getting drunk?

3. Which, if any, of the following are good reasons for never drinking alcohol? You may circle as many as you want.

dislike taste
fear of dangers
religion
expense
just not interested

4. Which of the following, if any, are legitimate reasons for drinking for the first time? You may circle as many as you want.

curiosity
kicks
to be sociable
relieve nervousness
to relax
rebellion
pressure from friends
religious ceremony
get "high"
to feel mature

5. Respond to the following letter:

Dear Abby,

I am years old and I can't decide whether to drink Friday night in the park with my friends. What do you think I should do?

B. Agree-Unsure-Disagree

1. There are no good reasons for drinking at all.
2. There are no good reasons for getting drunk.
3. There are no good reasons for never drinking alcohol.
4. There's something wrong with people who never drink.
5. People who don't drink and say it's because they don't like the taste are really just afraid to drink.

6. It's really difficult to have a good party unless people have a few drinks in them.
7. There are no good reasons for teenagers to drink.

REFERENCE # 2-1
CONTENT REFERENCE 168-183
CLASS TIME 3-4 periods

ACTIVITY # 51
TOPIC Effects: behavioral and physical
METHOD Art: collage

CORE ACTIVITY:

Students create collages illustrating physical and behavioral effects of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity is a good evaluation of what students have learned about alcohol's effects.

ACTIVITY:

Students are told in advance of Activity, the purpose of the collages and shown at least one example of what is expected. Students cut pictures and/or words out of magazines and newspapers and paste them on poster paper. Collages can include both physical and behavioral effects or be restricted to one or the other. Students are instructed to include "good" effects as well as "bad" ones if they want. (2-3 classes)

Upon completion of collages, students break into small groups and are given written instructions to:

1. Pass around and examine the collages in your group and decide what each one is trying to say about alcohol's effects. Make a list of the effects illustrated in the collages.
2. Discuss and record which, if any, of these effects you would call "good" and which "bad."
3. Record why you believe they are "good" or "bad." (½-1 class)

Groups report results to class and respond to questions and comments from other students and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Outsiders (other teachers or students, parents, etc.) examine the collages and are able to demonstrate understanding of what the posters are intended to communicate. To the satisfaction of the artist and the teachers.
- Each student writes an explanation of what any one other collage seems to be portraying. Student who created collage and critique get together and discuss explanation. To the satisfaction of the artist and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: 169-183
CLASS TIME: ½-1 period

TOPIC: Effects
METHOD: Audiovisual

ACTIVITY #: 52

CORE ACTIVITY:

Students view and discuss movie or filmstrip on alcohol's effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, observing.

OTHER: Activity is a good evaluation of learnings about alcohol's effects.

ACTIVITY:

Students watch audiovisual materials on alcohol's effects, such as those suggested below. Class is told that on a second showing they must supply the commentary. On second showing, teacher stops projector at appropriate points and allows students to either write or orally describe what is being depicted.

1. A New Look at the Old Sauce -- filmstrip, 35mm, 17 minutes, record, color. Animated cartoon depicting history and effects of alcohol, drinking patterns, alcoholism and drinking and driving. Source: See Bibliography #58.
2. Me, Myself and Drugs -- filmstrip, 22 minutes, 3 lp records. Three part filmstrip covering nature of drugs, behavioral effects, and feelings. Source: See Bibliography #55.
3. Thinking about Drinking -- 14½ minutes, color. After recapping history of alcohol and its industrial uses, movie discusses alcohol's physical and behavioral effects. Source: See Bibliography #54.

Teacher can raise issue of whether people have different reasons for abstaining depending on their sex, age, ethnic background, religion, etc.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- If students have already studied alcohol's effects, they can be shown the audiovisual materials the first time around without sound and write or orally supply the dialogue.

EVALUATION METHODS:

- Self-evaluating.

REFERENCE # 1 ACTIVITY # 53

CONTENT REFERENCE 179-181 TOPIC Effects: behavioral and physical

CLASS TIME 1-1½ periods, plus OCT METHOD Discussion

CORE ACTIVITY:

Students collect and examine cartoons, comics and written jokes depicting the effects of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing, evaluating.

OTHER:

ACTIVITY:

Students are assigned to collect all cartoons, jokes and comics they read and hear over a period of several weeks. Students and teacher suggest appropriate sources, such as daily and Sunday newspapers, magazines, TV and radio. Samples appear on the following page. (Comic strips "Doonesbury," "Broom Hilda," "Andy Capp" and "B.C." are often particularly appropriate.)

After collecting sufficient materials, students break into small groups and are given written instructions to:

1. Examine each others' materials.
2. List the effects mentioned or described.
3. Discuss:
   - what the attitude of the writer is toward each effect -- does he feel it's humorous? sad? immoral? dangerous? fun? etc.
   - whether you feel the same way the author does and why or why not. (½-1 class)

Groups report their conclusions to the class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

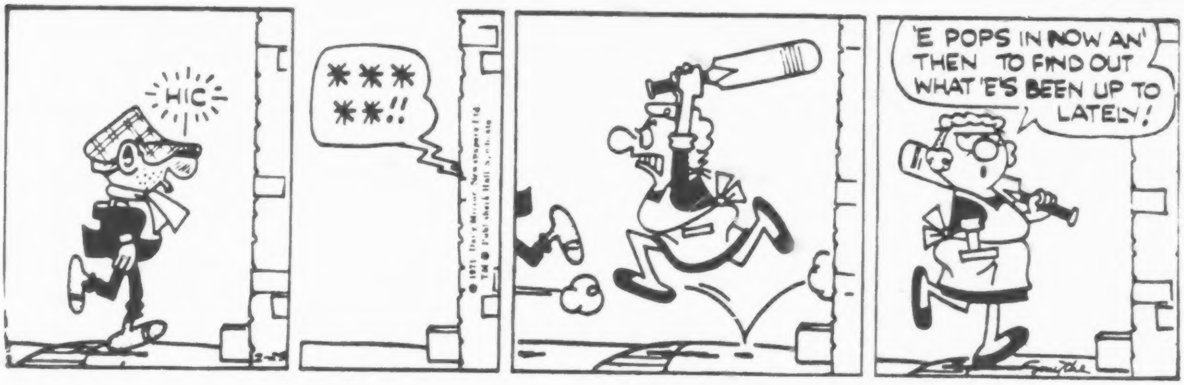
- Activity can be a class discussion or a written homework assignment.
- Students can analyze humorous greeting cards that depict drinking scenes.

EVALUATION METHODS:

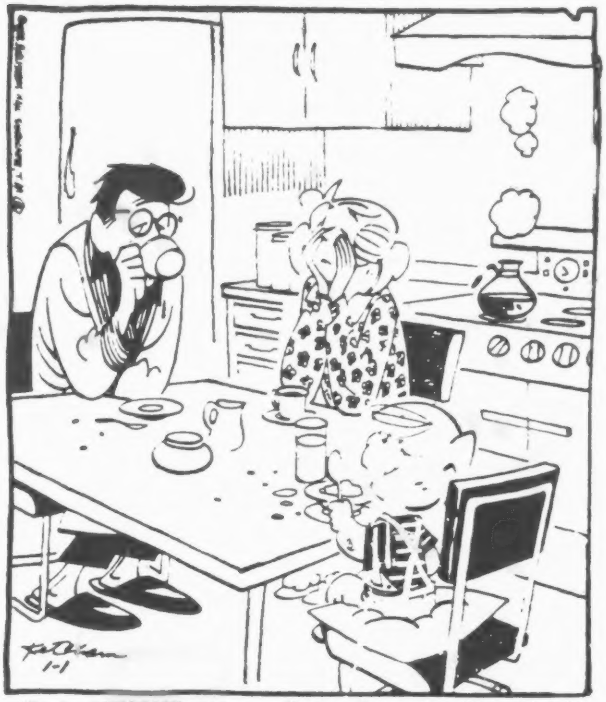
- Students create their own cartoons, jokes or comics and other students interpret them. To the satisfaction of the author and the teacher.
- Students repeat the small group process with a new cartoon, either orally or in writing.
- Students respond to teacher's written and/or oral questions on effects of alcohol revealed in cartoons.

Sample cartoons illustrating alcohol's effects.

ANDY CAPP **By Reg Smythe**


HIC
*** **!!
© 1971 Daily Mirror Newspapers Ltd.
TM ® Publishers Hall Syndicate
'E POPS IN NOW AN' THEN TO FIND OUT WHAT 'E'S BEEN UP TO LATELY!
Smythe

DENNIS THE MENACE By Hank Ketcham



"Isn't ANYONE gonna tell me about the New Year's party?"

Used with the permission
of Publishers Hall
Syndicate. Further use
of this comic strip and
cartoon may not be made,
except for classroom use.

REFERENCE # 1
CONTENT REFERENCE 175-183
CLASS TIME ½ period

TOPIC Effects
METHOD Discussion

ACTIVITY # 54

CORE ACTIVITY:

Students describe the effects of alcohol use on people they know.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, describing, discriminating.

OTHER: This Activity is most useful if students have witnessed people drinking alcohol or have drunk themselves.

ACTIVITY:

Students write anonymous descriptions of an individual, possibly themselves, whose behavior or feelings were altered because he (she) was drinking. Students must have actually seen or felt the changes personally.

Students shuffle papers and then break into small groups and are given written instructions to read the papers and discuss the effects mentioned.

Groups report results to class and respond to questions and comments from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can use mass media examples of effects of drinking (TV, radio, movies) instead of personal experiences. Follow-up Activity must involve further study of alcohol's effects.
- In Activity #61 students interview their parents on alcohol's effects.

EVALUATION METHODS:

- Students write fictional "autobiographical" account of the effects of alcohol on them.
- Students respond to teacher's written and/or oral questions on alcohol's effects.

REFERENCE #: 1
CONTENT REFERENCE: 138-141
CLASS TIME: ½-1 period

ACTIVITY #: 55
TOPIC: Effects
METHOD: Discussion

CORE ACTIVITY:

Students discuss rumors and stories about alcohol leading to a discussion of myths about alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER: Activity is a good introductory Activity to a unit on alcohol. It is also a good evaluation.

ACTIVITY:

Students break into small groups and discuss and write down stories and rumors they have heard, read about or seen (live, or in movies, or on TV) that involve alcohol.

Teacher collects and saves these papers. At the end of the unit on alcohol, teacher returns these rumors and stories, and students decide in small groups or individually which ones could be true and which probably are not and why. For example, if there was a rumor of an athlete who scored six touchdowns while drunk, students at the end of their study of alcohol will know that was unlikely.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Class can discuss foods, beverages or medicines with "magic" powers (such as Popeye's spinach for strength) and relate discussion to myths about alcohol.

EVALUATION METHODS:

- Self-evaluating.

REFERENCE #: 1 ACTIVITY #: 56

CONTENT REFERENCE: 156 TOPIC: Effects: physical

CLASS TIME: ½-1 period, plus OCT METHOD: Discussion

CORE ACTIVITY:

Students survey their homes for dangerous or poisonous substances including denatured and methyl alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, observing.

OTHER:

ACTIVITY:

Students are given written instructions to:

> Spend one or two afternoons going through your entire house looking for liquids and other things that may be dangerous if they are drunk or eaten. Read all the labels on the things in your cleaning cabinet and medicine cabinet. If your parents keep their medicines locked up, ask their permission to look at what's there. Also check your garage for liquids and other substances.
>
> Every time you come across a label that says "dangerous" or gives some sort of warning, write down:
> 1. What the label says is dangerous.
> 2. What it can do to you.
> 3. What you're supposed to do if you swallow it by mistake.
> 4. Where you found the bottle or container.
>
> Bring this list to class with you.

Teacher writes parents asking them to assist children in this exercise.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students and/or teacher can bring the labels and/or containers to class for examination.

EVALUATION METHODS:

- Students are given an empty bottle of methyl or denatured alcohol and write a label for it.
- Students respond to written and/or oral questions about the effects of drinking methyl and denatured alcohol.

ACTIVITY (CONT'D):

Students break into small groups and share their information. Each group is given written instructions to:

1. Read each others' lists.
2. Discuss what someone who drinks one of these poisons by mistake should do.
3. Discuss where these liquids should be stored and why there.

Groups report conclusions to class and respond to questions and criticisms from class and teacher.

REFERENCE #:
CONTENT REFERENCE: 135-137
CLASS TIME: ½-2 periods

TOPIC: Effects
METHOD: Drama: games

ACTIVITY #: 57

CORE ACTIVITY:

Students develop word games using alcohol terminology.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Students need to have already studied alcohol's effects. Activity is a good evaluation of factual learnings about alcohol's effects. Games also use words from other aspects of alcohol use.

ACTIVITY:

Students are given a list of options of word games they can create and then play in small groups. They add ideas of their own to the list and then select the one they would most like to create. Samples include:

- Crossword puzzles
- Scrabble
- Unscrambling words
- Twenty questions
- Board games

A record of progress can be kept for evaluation purposes. Examples of each game are on the following pages.

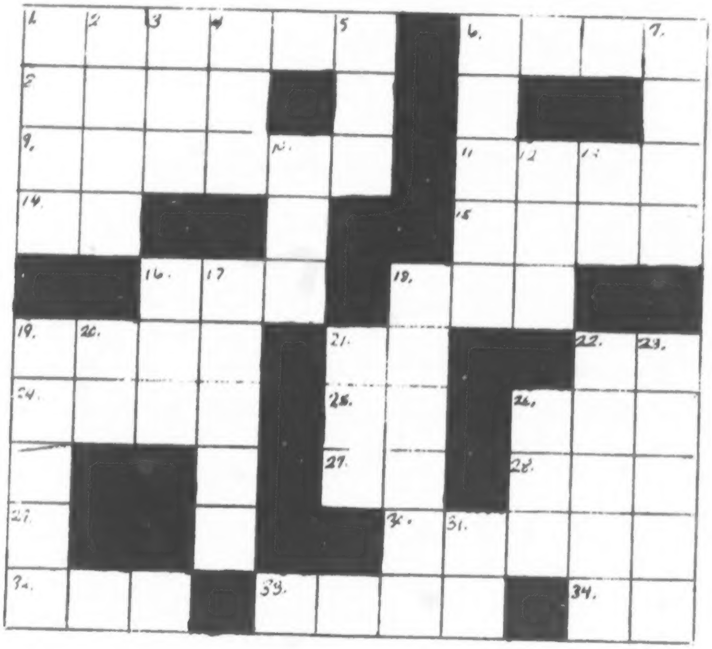
VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Teacher can develop some of these games himself for younger students.

EVALUATION METHODS:

- Small groups play games devised by other groups. To the satisfaction of the group that created the game and the teacher.

1. Crossword puzzles. More learning and evaluation opportunities take place in creating crossword puzzles than in filling them in. Students begin them by first listing alcohol terms they want to include and then fitting them into a puzzle, adding other words as needed.



Across

1. After drinking wine you may feel _____.
6. Alcoholics often don't eat enough _____.
8. A drink made from grapes
9. A boy's name
11. If someone drunk wants to give you a ride you can agree or _____.(rhymes with agree)
14. Gym (abbr.)
15. Most wines have a red or yellow color or _____.
16. Some think drinking is nice, or _______.
18. A kind of whiskey

Down

1. Trade
2. Some people who get drunk give a ____ about how great they are.
3. Football position
4. A poet says "ever" this way
5. An evergreen tree
6. ______ thousand auto deaths in a year, ½ caused by drunks
7. Alcohol is poor for people trying to stay thin, or ____.
10. A poet's word for "even."
12. Alcoholics have to ____ to explain why they took a drink.

ACTIVITY #: 57

Across

19. If dizzy, you trip, or ____. (rhymes with trip)

21. A name for I

22. Alcohol drunk in moderation has ___ bad effects on a healthy person.

24. A good breakfast food

25. A Rock singer (his initials)

26. If someone drinks enough, he'll pass out.

27. If parents catch their children drinking, they may say, "Go __ bed!"

28. A big business company that makes something you could use to get help if someone drank some poison

29. The first letter

31. How "salty" sounds, but isn't spelled

32. Beer often is sold in a ____ pack.

33. A request

34. Year (abbr.)

Down

13. The 14th letter

16. If your parent caught you drinking, he might have a _____.

17. Drinking may _____ some peoples' stomach.

18. Alcohol helps some people to rest or ______.

19. Good-tasting drinks sometimes mixed with alcohol

20. 6th note of the musical scale

21. N.Y. ballplayer

22. If you drink too much alcohol you may behave this way.

23. Relative of beaver

26. Helps a car run smoothly

31. An organization to help problem drinkers

1. S	2. L	3. E	4. E	P	5 Y	■	6. F	O	O	7. D
8. W	i	N	E	■	E	■	I	■	■	I
9. A	N	D	R	10. E	W	■	11. F	12. L	13. E	E
14. P	E	■	■	E	■	■	15. T	I	N	T
■	■	16. F	17. U	N	■	18. R	Y	E	■	■
19. S	20. L	I	P	■	21. M	E	■	■	22. N	23. O
24. O	A	T	S	■	25. E	P	■	26. C	U	T
D	■	■	E	■	27. T	O	■	28. I	T	T
29. A	■	■	T	■	■	30. S	31. A	L	T	E
32. S	I	X	■	33. P	L	E	A	■	34. Y	R

2. Scrabble.

A student who makes a word must be able to define it to get credit.

```
     WHISKEY
      A    E
      N    AGE
    HIGH   S
      O    T
      V
    B E
   BEER
    N  D
    DISTILL
    E  S  ICE
SHERRY    Q
 O       SUGAR
 P        O
 S       DRUNK
         R
         Y
```

3. Unscrambling words.

One student thinks of an alcohol term and writes it down with the letters scrambled. The others unscramble it, but must define it when they've figured it out.

litsidl = distill

temfrne = ferment

krund = drunk

zyidz = dizzy

eber = beer

yelpes = sleepy

quirol = liquor

accitolk = cocktail

xlear = relax

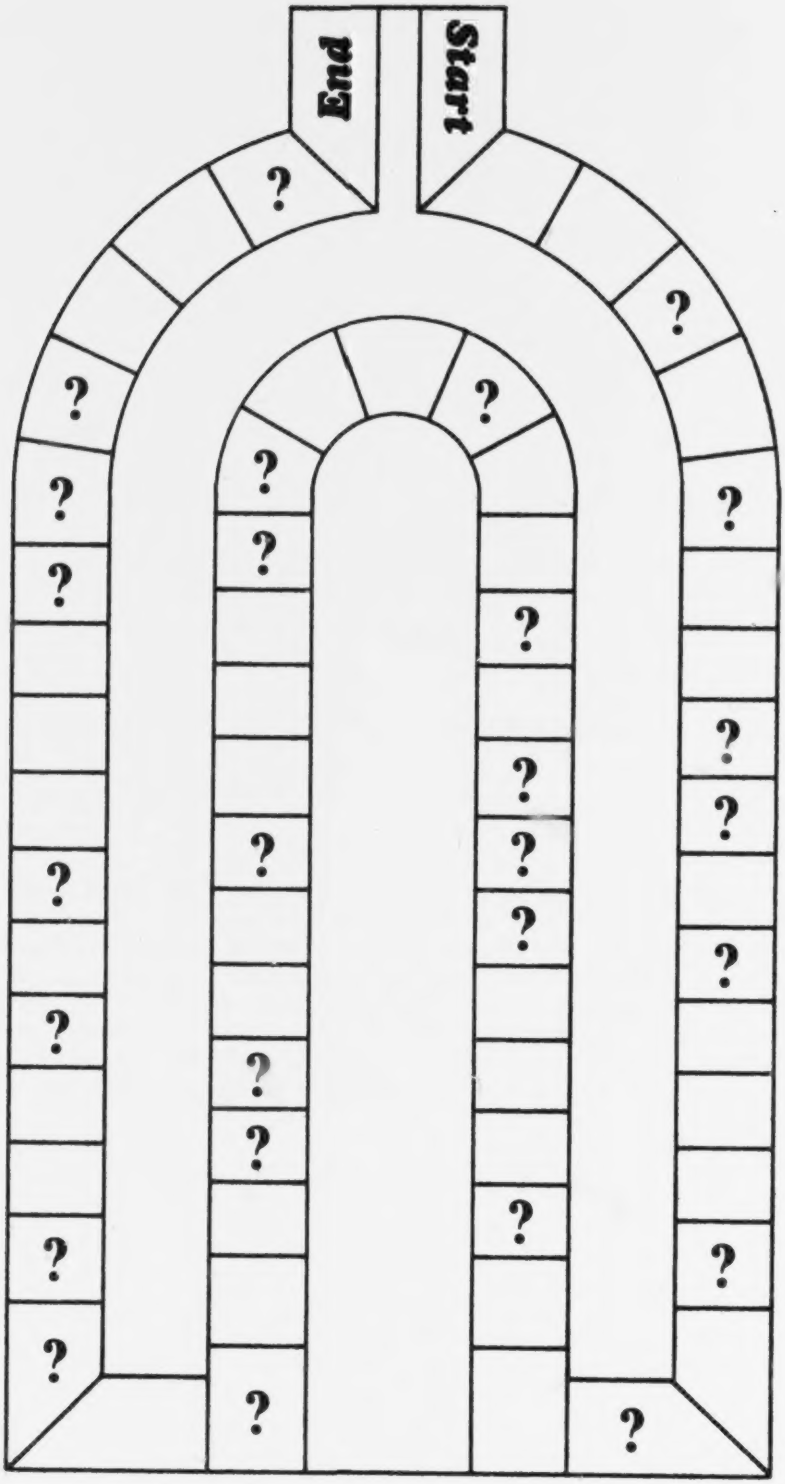
4. Twenty questions.

A student thinks of an alcohol term. The other students take turns trying to guess it but are limited to twenty (or fifteen or ten) questions. If unable to guess it within that number, they lose and originator wins. Questions are not random guesses but attempts to narrow down the topic the word describes. They can be answered only by yes or no. Wrong guessers are eliminated from the game.

Originator: "OK, I've got a word."
Rachel: "Does it have anything to do with safety?"
O: "What kind of safety?"
R: "Traffic safety."
O: "No, That's one question."
Bob: "Personal health?"
O: "No. That's two."
Sybill: "Is it something alcohol can do to people?"
O: "Yes. Three questions."
Sue: "I know! It's 'hangover'."
O: "No! You're out of the game. That's four questions."
Frank: "Do you have to drink a lot for it to happen?"
O: "No. Five questions."
Raymond: "Is it something good?"
O: "Yes. Six questions."
Karen: "Is it 'relax'?
O: "Yes! In seven questions."

5. Board games.

Students draw a large picture of a bottle and mark out blocks or steps. Question marks are put in several. Students take turns throwing dice and move their piece (thimble, paper clip, chalk, etc.) ahead according to the number thrown. If they land on a question block, they must pick a question card from a pile or list of questions about alcohol. If they answer it correctly, they move ahead an additional two steps; if incorrectly, they lose one turn. Students write up the question cards in advance.


End
Start
?

REFERENCE #: 1
CONTENT REFERENCE: 176, 179-181
CLASS TIME: ½-1 period

ACTIVITY #: 58
TOPIC: Effects: behavioral and physical
METHOD: Drama: game

CORE ACTIVITY:

Students play game in which they pretend to drink for the first time and determine what effects alcohol might have on them by computing their blood alcohol concentration.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing.

OTHER: Parent and/or administration permission for this Activity may be necessary or advisable. Activity is a good introductory one to a unit of alcohol study.

ACTIVITY:

Students break into small groups and play game in which they pretend to drink alcohol for the first time and determine what effects drinking might have on them by computing their blood alcohol concentration. For several small groups to play simultaneously, the teacher will need to Xerox copies of the BAC Wheel and Drinking Consequence Cards (see following pages).

Instructions for the game follow.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students randomly pick a number of drinks, a weight and a period of time and describe what effects the alcohol might have on them.
- Students describe some of the things that influence alcohol's effects on a person, such as number of drinks, his weight and how fast he drinks them

THINK/DRINK Game Teacher Instructions

Teaching Objectives

This exercise, which can be either a solitary or small group activity for students, is aimed at the sixth and seventh grade in terms of the reading level required and the issues addressed. However, some teachers and some classes may find it usable and appropriate as early as the fourth grade and as late as grades eight and nine. Research has shown that sixth and seventh graders are interested in the physical sensations, the concomitant emotional states and the behavioral effects of alcohol consumption. Before they can learn about alcohol and traffic safety, students need honest and complete answers to questions like: "Why do people drink alcohol?" "Does alcohol taste good?" "Does alcohol make you feel good?" "How do you know when you're 'high' and what is it like?" "What would happen to me if I drank a certain amount of alcohol?" The major objective of this exercise is to provide as honest, complete, non-'boogeyman' answers as possible to these questions about the physical, emotional and behavioral effects of alcohol consumption without bringing a bottle into the classroom.

A secondary objective is to demonstrate the mechanism of peer group pressure as it applies to individual decisions and judgments in a drinking situation. Even at the sixth and seventh grade level, students are strongly influenced by pressure from their friends. The earlier this pressure is dealt with in the classroom, the better the chance of fostering student independence against such pressure.

Game Materials

There are six decks of feedback cards:

Number	Suggested Colors	Blood Level
8	WHITE	.01% - .04%
8	BLUE	.05% - .09%
8	GREEN	.10% - .14%
8	YELLOW	.15% - .22%
8	ORANGE	.23% - .29%
8	RED	.30% and up

The teacher or students will need to xerox the cards and paste them, according to blood level, on different color poster paper, for example, all .01% - .04% cards on white paper, .05% - .09% on blue, etc. After pasting, cards can be cut out.

The only other required equipment, except for scrap paper for individual scorekeeping, is the circular device which calculates the blood alcohol content. The BAC Wheel can be xeroxed and copies easily put together from the circles and instructions on the pages following this Activity. The teacher pastes them on poster paper for durability and then assembles (or has students assemble) as many wheels as there will be small groups, or, if desired, assembles enough for each student to have his own.

Preliminary Comments

A student with a well-developed interest in this topic or a particularly non-social student might be encouraged to experiment with the calculator and the six decks of feedback cards alone, but additional excitement and peer pressure involvement are provided by a small group approach to the materials. Whether used alone or in groups, the same procedure given below is used.

A group of no more than six is recommended; larger groups will mean longer waits between "turns" and greater restlessness. We suggest small groups with a mix of sexes, body weights, races, ethnic backgrounds and learning abilities ('slow learners' will benefit from non-segregation). One of each group is chosen to start. Others follow suit clockwise from the starter, one at a time.

Each color-coded deck of 'feedback' cards covers a certain range of alcohol percentage levels in the blood (see color-percentage listing above under Games Materials). These six percentage ranges have been chosen on the basis of research, showing major affective and/or behavioral changes. Since the individual reaction to a certain blood alcohol content varies according to personality and situational factors (body weight and time span have already been compensated for by the BAC Wheel), there are eight different cards for each color-coded BAC range. The cards contain positive, negative and mixed effects described in graphic, though sometimes humorous terms. The designers have deliberately used humor as a tension-reducing antidote to anxiety which may be aroused by some of the more frightening results on the cards.

Be sure to encourage players to talk back and forth, as they will undoubtedly "egg on" each other, which is part of this learning experience. Informal circles on the floor or with desks turned into small circles are more conducive to this interaction than normal classroom arrangement. Each round of turns is the equivalent of ½ hour of "partying." This must be announced to players, because it will enter into their alcohol blood level calculations in terms of 2 rounds = 1 hour. You should also announce that a player may "pass" on his turn, i.e., decline to drink, or may drop out at any point and become an observer. (Group social pressures will militate against dropouts, but this is realistic.) You can expect that, as the game proceeds, players will dare and challenge each other to experiment by "drinking" more and more.

Game Procedure

Step 1: Cut out and set up BAC Wheels and the 6 card decks by color as indicated (shuffle each deck).

Step 2: Pass out one set of cards for each group and one BAC wheel per group or per student.

Step 3: Explain that players are to pretend they are at a party where drinks are being served, and they are each free to decide for themselves (in turn) when and how much they want to 'drink.'

Step 4: Explain the BAC Wheel and the six decks of cards in terms of what a player does when it is his turn -- namely he:

a) decides whether or not to 'drink' in that 30-minute period and how much -- from 1 to 4 mixed drinks.

b) operates the BAC Wheel according to his consumption decision, the game 'time' and his real body weight.

c) takes the top card from the color-coded, pre-shuffled deck that contains the alcohol blood level range

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*Although the BAC Wheel and the card decks deal with decimals and percentages, a working knowledge of these two math concepts is not absolutely necessary, as long as players are able to recognize corresponding numbers. In certain groups you may find it necessary to manipulate the BAC Wheel yourself and refer each player to the correct card color.

indicated for him by the BAC Wheel in step (b).

d) reads the information card aloud to his group and then records on a notepad how much he drank and a brief summary of this result. (With poor readers, you may have to read the results aloud for them.)

e) turns the card drawn face down beside the deck of yet unused cards of that color.

f) allows the next player to follow suit, beginning with step (a), by passing on the BAC Wheel to him, if each player does not have his own wheel.

NOTE: When a player is told that he has "passed out," he retires to the sidelines to observe.

Step 5: When a deck of cards is used up, students shuffle it again and replace the deck right side up.

Step 6: Use your discretion as to when to end the game, e.g., when two players have 'passed out' or when one player has 'passed out' and the others have decided to stop 'drinking.'

Step 7: Tell players that there are no scores in this game; they should be able to tell by their scrap paper record of events whether they 'won' or 'lost.'

Step 8: Players may want to repeat the exercise to find out more.

Step 9: If players do not express a desire to replay exercise exactly as in steps 4-8, have them replay in the same fashion using teen-age or adult body weights, to see what difference this makes. (Students may choose and record at the top of their scrap sheets the body weight of some older person they know, or you may simply have boys add 50 lbs. to their body weights and girls add 35 lbs.).

Step 10: After all students in the class have had direct experience playing THINK/DRINK, move on to a class discussion focused on the questions below.

Follow-up Discussion

Based on their individual notes, each player answers for the teacher and for the group the following questions:

a) What good things seemed to happen to you? Why were these "good"?

b) What bad things happened? Why were these "bad"?

c) At what alcohol blood level, if any, did things seem to 'go wrong'?

d) Why do you suppose there were different cards within each range of alcohol blood levels?

e) What happened with different body weights?

f) What happened with the passage of time?

g) Why did you drink as much as you did in the game?

h) Do you think this experience will affect your drinking behavior when you grow up? If so, how? If not, why not?

If there is no time during the class period for this follow-up discussion, you may want these questions to be answered in the form of a homework writing assignment or a verbal report to the rest of the class on the following day.

If is crucial, however, that somehow students think about most of these questions if complete learning is to take place. In addition, it is difficult to evaluate whether any learning took place during the game unless students respond to the questions.

THINK/DRINK Game Cards

Teacher: Please cut cards out on paper cutter, discard scrap edges.

.01% - .04% #1

You feel a little happier than you did already, but -- other than that -- you can't notice any real difference. You keep thinking to yourself, "I must really hold my liquor well!" If you were a grownup, you might drive a little faster than usual, but your reactions still seem to be good. You wish this stuff didn't taste so awful!

.01% - .04% #2

You were already feeling sad when you came to the party; now you feel just a little more 'down'. You do not really feel much different, and no one would know you had been drinking, unless they smelled your breath. If you were a grownup, you'd be sure that you could drive as well as usual. You'd do this more often, if these drinks didn't taste so bad!

.01% - .04% #3

Now you feel a bit better than you did before the party started. It seems as if the only thing that happened was that you relaxed and "loosened up" a little. You are always careful about what you do, so you think to yourself that some more alcohol won't hurt you a bit! If you were a grownup, you wonder if you should drive a car?

.01% - .04% #4

Wow! Maybe you shouldn't have had anything to drink on an empty stomach. Your ears feel hot, as if you were blushing about something. But, all in all, you don't feel any different in the way you act, just a little happier, that's all. What's wrong with that? You wish this stuff didn't burn all the way going down.

REFERENCE #: 17-1
CONTENT REFERENCE: 142-154
CLASS TIME: ¼-½ period

ACTIVITY #: 40
TOPIC: Attitudes and Reasons
METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on the history of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alchohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, discriminating.
OTHER:

ACTIVITY:

The teacher lectures on the role of alcohol during various periods of history. Such a lecture should consider:

- the different ways it was used (medicinal, religious, etc.)
- the type of beverages consumed and how they were made
- laws and attitudes regarding alcohol use
- different historical periods.

The lecture can be enlivened by:

- slides, drawings and art work of the periods
- literature from the period, either read or on tape

Class discussion can follow on such issues as:

- which historical period students would most like to have lived in and why
- how different elements from this historical background influence current attitudes and practices
- the tavern as a social center and its contemporary role
- the change in the medicinal role of alcohol and why it has changed
- the importance of alcohol to early American colonists
- similarities and differences between earlier historical alcohol practices and today's.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Each student draws a cartoon of a typical scene involving alcohol in a given historical period. These can be displayed on bulletin boards.
- Students pick one historical period and write an "autobiography" of a typical member, describing how he feels about and uses alcohol.
- Students select the period they like best and write why.

REFERENCE #: 1
ACTIVITY #: 41
CONTENT REFERENCE: 177-178, 194, 204-210
TOPIC: Attitudes and Reasons
CLASS TIME: 1-1½ periods, plus OCT
METHOD: Reading and discussion

CORE ACTIVITY:

Students read and discuss fictional accounts of why people drink or abstain from alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, influencing

OTHER: Activity is a good introduction to a unit on why people drink.

ACTIVITY:

Students read one or more fictional accounts of why people drink or abstain. Suggested readings appear on the following pages.

Upon completion of reading, students break into small groups and are given written instructions to discuss:

- the reasons given in the readings for why people drink (abstain).
- which, if any, of these reasons are good reasons for drinking (abstaining) and why. (½-1 class)

Groups report conclusions to class and respond to comments and questions from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or an individual written research report.

EVALUATION METHODS:

- Students write their own stories that describe why someone drinks (abstains). Each student reads and critiques one other student's story along the lines suggested in the above Activity small group discussion.
- Students respond to teacher's written and/or oral questions on why people drink (abstain).

Suggested readings from novels that describe why people drink or abstain from alcohol.

Daly, Maureen, The Seventeenth Summer (Pocket Books, 1968). Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then gets sleepy. She feels later on that it was a wonderful evening. Mature reading.

Woody, Regina J., One Day at a Time (Westminster, 1968). Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girl's friends. Mature reading.

Sherburne, Zoa, Jennifer (Morrow, 1959). Story about a girl whose mother is an alcoholic. During the book she learns to cope with this type of family situation. Mature reading.

Miller, Warren, The Cool World (Crest, 1959). Novel about a gang of ghetto blacks in New York City and their lives, ending in a gang fight. They drink to get courage to fight. Pp. 148-155. Mature reading; ghetto dialect.

Hinton, S.E., The Outsiders (Dell, 1969). Novel by a teenage girl about two warring groups of kids. Pp. 49-51 describe scene in which one group is drunk and starts a fight with the other group. Average reading.

REFERENCE #: 1
ACTIVITY #: 42
CONTENT REFERENCE: 186-192, 198, 251
TOPIC: Attitudes and Reasons
CLASS TIME: ½-1 period
METHOD: Writing

CORE ACTIVITY:

Students write to students of other countries requesting and sharing information about alcohol issues.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, questioning, describing, analyzing.
OTHER:

ACTIVITY:

A small group of students or teacher obtains names of several foreign "pen pals" and initiate correspondance with them primarily on alcohol issues. Types of questions students may want to ask are:

1. Why do people drink in your country? Why do others abstain?
2. What kinds of alcohol are most popular and why?
3. Is there a safety problem due to alcohol misuse? How is it handled by the government?
4. Are there rules about children's drinking?
5. How do you feel about people who get drunk?

After receiving replies, students share them with rest of class. (1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can write to consulates and embassies for information.
- Teacher can establish contact with teachers in other countries, and entire classes can exchange letters.

EVALUATION METHODS:

- Students pretend they live in one of the pen pal's countries and write a "letter" to an American student answering one or more of the above questions. To the satisfaction of the students who corresponded with pen pals and the teacher.

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 43
TOPIC: Attitudes and Reasons
METHOD: Writing

CORE ACTIVITY:

Students write and discuss what, if anything, they would do if it became legal for them to drink.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain or order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, evaluating.
OTHER:

ACTIVITY:

Students are given the following written instructions:

> A new law has just made it legal for anyone to drink as much alcohol as they want at any age. Your parents have just told you that whether you drink or not and how much you drink is completely up to you. Will you now do any drinking or any more drinking or drink more openly? If you will, why will you? If you won't, why won't you?

Upon completion, class breaks into small groups and students are given written instructions to discuss which they think are good reasons for drinking and not drinking and why they are good.

Groups report their conclusions to the class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Student can debate the issue of age limits on drinking.
- Students can poll parents on the issue and have a follow-up discussion.
- Activity can be a class discussion.

EVALUATION METHODS:

- Students role play or write the dialogue to scenario in which a teetotaler, a social drinker and a problem drinker discuss their reasons for drinking or not drinking.
- Students respond to written and/or oral questions on responsible reasons for drinking and abstaining.

REFERENCE #: 6-1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ period

ACTIVITY #: 44

TOPIC: Attitudes
METHOD: Writing

CORE ACTIVITY:

Students write their concerns about alcohol and alcohol safety.

OBJECTIVE:

Purpose of Activity is to discover student concerns.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing.
OTHER:

ACTIVITY:

The teacher asks students to anonymously write answers to questions designed to reveal their concerns about alcohol and alcohol safety. Sample questions include:

1. What personal problems have you or your friends had about alcohol What if anything, did you or they do about these problems?
2. What, if anything, are you concerned to learn about alcohol? Be specific.
3. Mention briefly some of the different attitudes people you know have toward alcohol. Are you interested in finding out what caused such attitudes?
4. Are you concerned about how your parents feel about alcohol and the rules they have about your drinking?

From the answers to these questions, the teacher can form some conclusions about his students' concerns.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #34, #45 and #46 are also designed to reveal student concern.

EVALUATION METHODS:

- Not applicable.

REFERENCE #: 2-1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

ACTIVITY #: 45
TOPIC: Attitudes and Reasons
METHOD: Writing

CORE ACTIVITY:

Students respond to pictures of alcohol use.

OBJECTIVE:

Activity is designed to reveal student concerns about and attitudes toward alcohol use.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.
OTHER: This Activity is useful as an introduction to the unit.

ACTIVITY:

Students look at various pictures of alcohol use and are told to treat the scenes in the pictures as the middle of a story with an unknown beginning and end. Students write the beginning and end to two or three stories using depicted scenes of their choice as the middles. The teacher must provide a wide range of pictures covering all major areas of alcohol use, such as parents' catching children drinking, adults getting drunk, drunk husbands beating wives, families enjoying wine with dinner, use of wine in religious services, cocktails before dinner, etc.

The principle of this Activity is that people often reveal their concerns and attitudes in what they create as the beginning and ending of the stories. The teacher uses the results to determine student attitudes and concerns about alcohol and to decide what alcohol areas to take up in detail in the curriculum. For example, if students write about people who get drunk and into fights, this *may* indicate a concern about alcohol's effects on feelings and/or personal safety. Care must be taken in interpreting these results, since they are easily subject to misinterpretation. They are best used in conjunction with other Activities designed to elicit student concerns. (See below.)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #34, #44 and #46 are related Activities for learning about student concerns.

EVALUATION METHODS:

- Students write stories at the end of the curriculum and students and teacher compare results with stories written at the beginning. Each student writes an account of how the stories differ and tries to account for the differences.

REFERENCE #: 1
ACTIVITY #: 46
CONTENT REFERENCE: NA
TOPIC: Attitudes
CLASS TIME: ½-1 period
METHOD: Writing

CORE ACTIVITY:

Students create stories involving alcohol-related situations of their choosing.

OBJECTIVE:

Activity is designed to reveal student concerns.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing.
OTHER:

ACTIVITY:

Students are given instructions to write a fictional or true story (1-3 pages) that involves alcohol as the central element. If possible, the teacher should not suggest topics since this may influence what students write about.

Evaluation of the topics students write about and the ideas they express will reveal some of the students' concerns about alcohol and alcohol safety. For example, if several students write about scenes of family disruption due to alcohol abuse, this may indicate students are concerned about the effects of alcohol abuse on family life. If students write stories about having drunk alcohol in social settings with their parents, this may indicate familiarity with responsible alcohol use and lack of concern in this area. The tone in which these stories are written will indicate the presence or absence of concern as much as what is written about.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can be asked to write stories based on given situations, such as an adult cocktail party, students drinking in a park, a family with an alcoholic member, etc.
- Activity #34 and #44 are also designed to reveal student concerns.

EVALUATION METHODS:

- Not applicable

REFERENCE #: 5-1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

TOPIC: Attitudes
METHOD: Writing

ACTIVITY #: 47

CORE ACTIVITY:

Students answer questions about the value of the course.

OBJECTIVE:

Activity is designed to help students and teacher learn whether the course objectives have been achieved.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, evaluating.

OTHER: Activity should follow any course on alcohol and alcohol safety.

ACTIVITY:

Students write response to questions designed to help reveal to them and to the teacher whether the course objectives were achieved and, insofar as they were not, how they can be in the future.

Sample questions appear on the following page.

After answering questions, class can discuss in small groups or as a class the value of the course and how to improve it based on the students' written responses.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can participate in writing questions for class to answer.

EVALUATION METHODS:

- Not applicable.

COURSE EVALUATION QUESTIONS FOR STUDENTS

1. What did you learn from this study?

   _____ Only a review of well-known facts

   _____ A few new useful facts

   _____ Much new useful information

   _____ Better understanding of (teacher fills in what course covered)

2. Do you want to study anything we talked about more? If so, what?

3. From which part of the study do you feel you learned well?

   _____ Homework assignments

   _____ Individual reading

   _____ Oral reports

   _____ Written reports

   _____ Lectures

   _____ Role plays

   _____ Games

   _____ Movies and slides

   _____ Individual projects

   _____ Guest speakers

   _____ Debates

   _____ Small group discussions

   _____ Class discussions

   _____ Field trips

   _____ Other activities -- list

4. What is your opinion concerning the amount of time spent in this study?

   _____ Too much　_____ Too little　_____ About right

5. What questions or topics had you hoped would be included in the study but were not?

6. What suggestions do you have for improving the course?

7. After having considered very carefully what you have learned during this alcohol study, have you changed your mind or made a choice concerning your personal use of alcohol?

   If so, what?

REFERENCE #: 1
CONTENT REFERENCE: 177-178, 194, 204-210
CLASS TIME: ¼-½ period
TOPIC: Attitudes and Reasons
METHOD: Writing
ACTIVITY #: 48

CORE ACTIVITY:

Students take written quiz on reasons people drink or abstain.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER: Activity should be supplemented by other types of evaluations. This Activity can also be used as a pre-test.

ACTIVITY:

Students write answers to short answer and multiple choice questions on reasons people drink and abstain from alcohol and on attitudes toward alcohol. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation exercises on reasons people drink and abstain from alcohol. Answers or sources for answers appear in parentheses. Correct answers to multiple choice questions are underlined.

A. Short Answer Questions

1. What are some ideas that other people seem to have about alcohol or drinkers or people who don't drink that you would like to change? Why would you like to change them?

2. What are some of the reasons adults drink alcohol? (escape problems, relieve anxiety, tradition, get "high," taste, celebrate, feel or appear mature, peer pressure, relax, be sociable, religious ceremonies)

3. What are some of the reasons why some people never drink? (taste, indifference, religion, expense)

4. What do you feel are good reasons, if any, for adults to drink alcohol and what do you feel, if any, are bad? Why do you feel this way?

5. What are some of the reasons teenagers drink alcohol that are not usually the reasons why adults drink? (rebellion, curiosity, kicks, act like adults)

6. What do you feel are good reasons, if any, for teenagers to drink alcohol? Why do you feel this way?

7. How do advertisements for alcoholic beverages try to persuade people to drink their brands?

B. Multiple Choice Questions

1. Which of the following is the most important reason why people drink or don't drink?
   (a) their religion
   (b) whether their parents drink and what their parents think about alcohol
   (c) they think drinking too much might harm them
   (d) how much money they earn

2. The major reason teenagers drink alcohol is:
   (a) to rebel
   (b) to be sociable
   (c) to act like adults
   (d) curiosity
   (e) for kicks

3. Which of the following are reasons some people do not drink alcohol?
   (a) they don't like the taste of alcohol
   (b) they are afraid of what alcohol might do to them
   (c) alcohol has no good effects for them
   (d) they're just not interested
   (e) all of the above

4. Most teenagers who have drunk alcohol first drank:
   (a) secretly, in hiding
   (b) when served by their parents
   (c) due to pressure from their friends
   (d) to get drunk

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ½-1 period

ACTIVITY #: 49
TOPIC: Attitudes
METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward drinking by answering attitude questionnaire.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.
OTHER: This Activity can also be used as a pre-test.

ACTIVITY:

Students answer a questionnaire designed to reveal their attitudes toward drinking. Sample questions appear on the following pages. For questions designed to evaluate student attitudes toward specific alcohol topics, see the following Activities:

Reasons people drink: Activity #50
Safety: Activity #13
Interpersonal situations: Activity #91
Effects: Activity #71

It may be useful for students to answer these attitude questions before studying alcohol to discover whether they lack responsible attitudes toward particular alcohol areas that they should develop. Students can answer the attitude questions again at the end of a unit of study to determine if their attitudes have changed, keeping in mind, however, that students (like adults) may express attitudes to "get the 'right' answer" or to avoid stigmatization. To help avoid these pitfalls to accurate evaluation, all such tests should be anonymous. Students should also be told in advance that there are no right or wrong answers to attitude questions.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

.01% - .04% #5

You just came from a big dinner at home. This little bit of alcohol doesn't seem to have done a thing for you! Should you try some more, to see if you feel anything? No one else would know you had been drinking; you hardly feel it yourself! But you wish this stuff tasted better.

.01% - .04% #6

For the first time, you really feel like one of the "in crowd". You can't tell whether it's that little bit of alcohol or the "new you", but you really feel pretty good! You are thinking about having more, but you don't want to get drunk and make a fool of yourself. What is the 'right' thing for you to do?

.01% - .04% #7

That really burned on the way down! It didn't taste very good either. You sort of wonder what people see in this stuff. Maybe you'll try a different drink. The only difference you feel is that you are sleepy now, and you don't really know why.

.01% - .04% #8

You had a fight with your parents about whether or not you could come at all tonight. You were worried about this fight, but now your worries seem to have flown out the window. That little bit of drink really seems to be helping you enjoy yourself at this party!

.05% - .09% #9

Wow, do you feel good! You've never been able to get up the nerve to dance before, but tonight you're the 'life of the party'. If someone dared you to take all your clothes off, you'd probably do it! Who cares? Whee! The stuff doesn't even taste so bad after a few.

.05% - .09% #10

Your forehead feels numb inside, but you don't care. For some reason, you feel like a good fight, so you're going around teasing everyone -- even your friends. If you were a grownup and got in your car, you might just race anyone down the road, and you know you'd win! Maybe the next drink won't taste so bad.

.05% - .09% #11

You have a tingling feeling all over and a buzzing in your ears. One minute you feel on top of the world, the next minute you're 'blue' and want to crawl off into a corner by yourself. If you were a grownup driving a car, you might go a little too fast, then slow down to a snail's pace.

.05% - .09% #12

You wouldn't have believed it! Here you are, talking to everyone and making jokes. And you were always so shy before! You think it is really wonderful what a little alcohol can do. Who cares if you can't walk in another hour or two? Maybe you'll just stay here all night.

.05% - .09% #13

For some reason, you keep bumping into everyone. But you just feel too good to keep saying you're sorry, so you don't bother. When people ask you how you're going to get home, the grownup in you says, "A few drinks make me the best driver on the road!"

,05% - .09% #14

For some reason, people seem to be picking on you. You feel strong enough to lay a few of them out on the floor cold. It's a good thing you're in such a good mood, or you might just do that! You feel a little numb all over; no one could hurt you! This stuff tastes funny, but you like it.

,05% - .09% #15

You really feel great! What a fun party this is! Everyone here seems to be friendly and talkative. You are thinking to yourself that maybe you should do this more often. You haven't had such a good time in ages! By now you don't even mind the taste of the stuff.

.05% - .09% #16

Maybe it was those greasy french fries you had on the way here, but you feel a little wobbly in your stomach. Or maybe it's because this stuff tastes like lighter fluid! Why did you come to this stupid party anyway? You might just get up and go home. If you were a grownup, you are sure you could at least drive the car safely home.

.10% - .14% #17

IN 22 STATES YOU ARE LEGALLY DRUNK!!

When you walk around, you feel like you are floating, but furniture and doorways keep getting in your way! If you were a grownup and got into a car, you would probably have trouble finding the keyhole to start the engine. But you don't care, so there!

.10% - .14% #18

IN 22 STATES YOU ARE LEGALLY DRUNK!!

But you feel just fine, and you don't have any trouble walking a straight line -- well, hardly any! If you were a grownup and decided to drive home and did something like go through a STOP sign, you could be arrested for drunk driving and convicted.

.10% - .14% #19

IN 22 STATES YOU ARE LEGALLY DRUNK!!

And you believe it! You never felt so clumsy in your life; you just knocked over someone else's drink. Even so , you are sure you could make it home safely in your car, if you were a grownup. You don't care what the law says. Let someone try and stop you!

.10% - .14% #20

IN 22 STATES YOU ARE LEGALLY DRUNK!!

You feel dizzy, and you are sure you are making a fool of yourself. You can't even get your zipper up after going to the bathroom, but somehow you don't care. You just want to get home as fast as you can.

.10% - .14% #21

IN 22 STATES YOU ARE LEGALLY DRUNK!!

You feel a little dizzy, but you don't feel drunk. You never get drunk! Even if you had trouble finding the car door handle, and even if you got in the wrong car the first time, you know you could drive home safely, if you were a grownup and went very slow.

.10% - .14% #22

IN 22 STATES YOU ARE LEGALLY DRUNK!!

You did feel pretty awful for a while, but now that you've thrown up your dinner, you feel almost human again! You figure that if you could make it all the way down the hall to the bathroom, you can certainly get home safely. If you were a grownup, you'd just drive your car home; you wouldn't care about little accidents.

.10% - .14% #23

IN 22 STATES YOU ARE LEGALLY DRUNK!!

You were the 'life of the party', and getting in a car makes you feel like the 'king of the road'. But you have to admit that you talk like you have marbles in your mouth, and you feel a little bit like going to sleep right here.

.10% - .14% #24

IN 22 STATES YOU ARE LEGALLY DRUNK!!

Every time you try to get up for another drink you trip over someone! But you are determined to have another, because you like this strange, new dizzy feeling. You feel you can do whatever you want, because everyone knows you're drunk!

.15% - .22% #25

BY ANY DEFINITION, YOU ARE DRUNK!!
Your head is spinning in circles! One minute you feel like laughing, the next minute you feel like crying. You can't seem to do anything right, including walking and talking. If you were a grownup, you couldn't possibly drive home; maybe you should call a taxi.

.15% - .22% #26

BY ANY DEFINITION, YOU ARE DRUNK!!
You feel very dizzy, tingly all over, and somewhat sick to your stomach. It seems like you've been doing only two things all evening; getting another drink and going to the bathroom over and over. But you can't wait to get in the car with your friends and fly all the way home! You still feel really good.

.15% - .22% #27

BY ANY DEFINITION, YOU ARE DRUNK!!
You didn't really mean to get so terribly drunk and sick to your stomach. You feel clumsy, ugly and stupid. You just barely remember spilling a drink down someone's neck and getting sick on the way to the bathroom. How are you going to be able to face these friends ever again?

.15% - .22% #28

BY ANY DEFINITION, YOU ARE DRUNK!!
If you don't stop yelling and throwing things, you may get arrested for drunken, disorderly conduct! But this is the best party you've been to in years! You feel great! A 'friend' keeps telling you not to try to go home yourself, because you might have an accident or get arrested, or both.

.15% - .22% #29

BY ANY DEFINITION, YOU ARE DRUNK!!

You feel wonderfully silly! You never realized before what a beautiful voice you have. Why do people keep telling you to stop singing? Dumbbells! Maybe you'll just get in your car and roar out of here! (Never mind the sirens behind you.)

.15% - .22% #30

BY ANY DEFINITION, YOU ARE DRUNK!!

Well, you wanted to know what this felt like, but you don't like it at all! You feel very dizzy and somewhat sick; you just know you're going to feel awful in the morning. You just decided to go straight home and sleep it off. (Will you make it home safely?)

.15% - .22% #31

BY ANY DEFINITION, YOU ARE DRUNK!!

It seems like some invisible person keeps rearranging the furniture, so that you always bump into something. Even when you swear at the furniture, the words don't come out right. If you were a grownup and could only find your car, you'd drive home, but the cars all look alike to you now.

.15% - .22% #32

BY ANY DEFINITION, YOU ARE DRUNK!!

You feel so dizzy and confused that you couldn't possibly drive home all in one piece, even if you knew how. You asked a friend, who is just as drunk as you are, to drive you home, because he was always a good driver. (Was this a good idea?) What a sore head you're going to have in the morning. You're sleepy too.

.23% - .29% #33

You're just sitting here quietly on the floor, not moving any part of your body. Every now and then, someone comes by and tries to talk or get you to dance, but the only thing in the world you want to do is just sit here, not moving. You feel so strange, you can't imagine doing anything else; your head would break open.

.23% - .29% #34

You lost your dinner in the bathroom sink a while ago. Now you get sick to your stomach, but there's nothing left to come up. For some reason, all you want to do is just sit here in the bathtub. Why don't people stop banging on the bathroom door?

.23% - .29% #35

Now that you've finished being sick to your stomach for the third time in an hour, you'd like to go home. But, if you were a grownup, you couldn't remember where you put your car keys, or your car -- for that matter! (Maybe you shouldn't drive anyway.)

.23% - .29% #36

You feel as if there is nothing inside your head at all -- no thoughts, no feelings. All around you people are talking and dancing, but you can't think of anything to talk about. For the last five minutes you've been sitting here, trying to remember your own house number, but...you're so sleepy!

.23% - .29%

#37

The last time you got up to go for another drink, you only fell down. So you decided just to sit here on the floor and watch. You're not having fun any more, but you can't figure out how to get home. One of your good friends just walked by. (Now, what is his name?)

.23% - .29%

#38

Someone just told you to stop staring at them; you don't really know how long you've been sitting here, staring without really noticing anything that was going on. This party turned out to be no fun at all for you after all those drinks. Go to the bathroom again, if you can!

.23% - .29%

#39

A while ago you felt just awful, but now you just can't feel anything at all. In fact, you can't seem to keep your thoughts on anything that is going on. You wish you were home safe in bed, but you have no idea how to get there! You're so sleepy, you might just curl up right here.

.23% - .29%

#40

What interesting wallpaper! You have no idea how long you've been sitting here, staring into the corner. It must have been a long time, because everyone else seems to be going home. If only you could get up, you would ask someone for a ride. (You couldn't drive a car, even if you knew how.) You don't know if you can get up or not.

.30% and up #41

YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXXXXXXX
No one noticed you slide down behind the sofa. When you wake up (some time tomorrow), you will probably not remember anything that happened at the party. You know you will be sore where you were lying on the floor, and your head will feel like it is going to burst!

.30% and up #42

YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXXXX
No one noticed you pass out in the shower stall in the bathroom. You probably will not be found till the next morning, when you know you will not remember a thing. You will be very lucky to be alive, because the amount of alcohol you drank can kill! Does your head hurt!

.30% and up #43

YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXXXXXX
You fell onto a bed in an empty room and blacked out completely. Unless you are lucky enough to be found by a friend sober enough to call an ambulance or get you to a hospital himself, you may very well die from the incredible amount of alcohol you drank. The party's over!

.30% and up #44

YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXXX
Not only did you black out, you went into a coma. Several other people at the party thought you had died, which might have happened to you after drinking so very much. When you were brought around, you were sore all over, had no memory of the evening, and were embarrassed to find out you had wet your pants!

.30% and up #45

YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXXXXXXXX
Luckily for you, you blacked out behind the wheel of your car before you could start it up. (You had drunk enough that it might have killed you anyway!) In the morning you know you won't remember any of what happened at the party, where you made a complete fool of yourself.

.30% and up #46

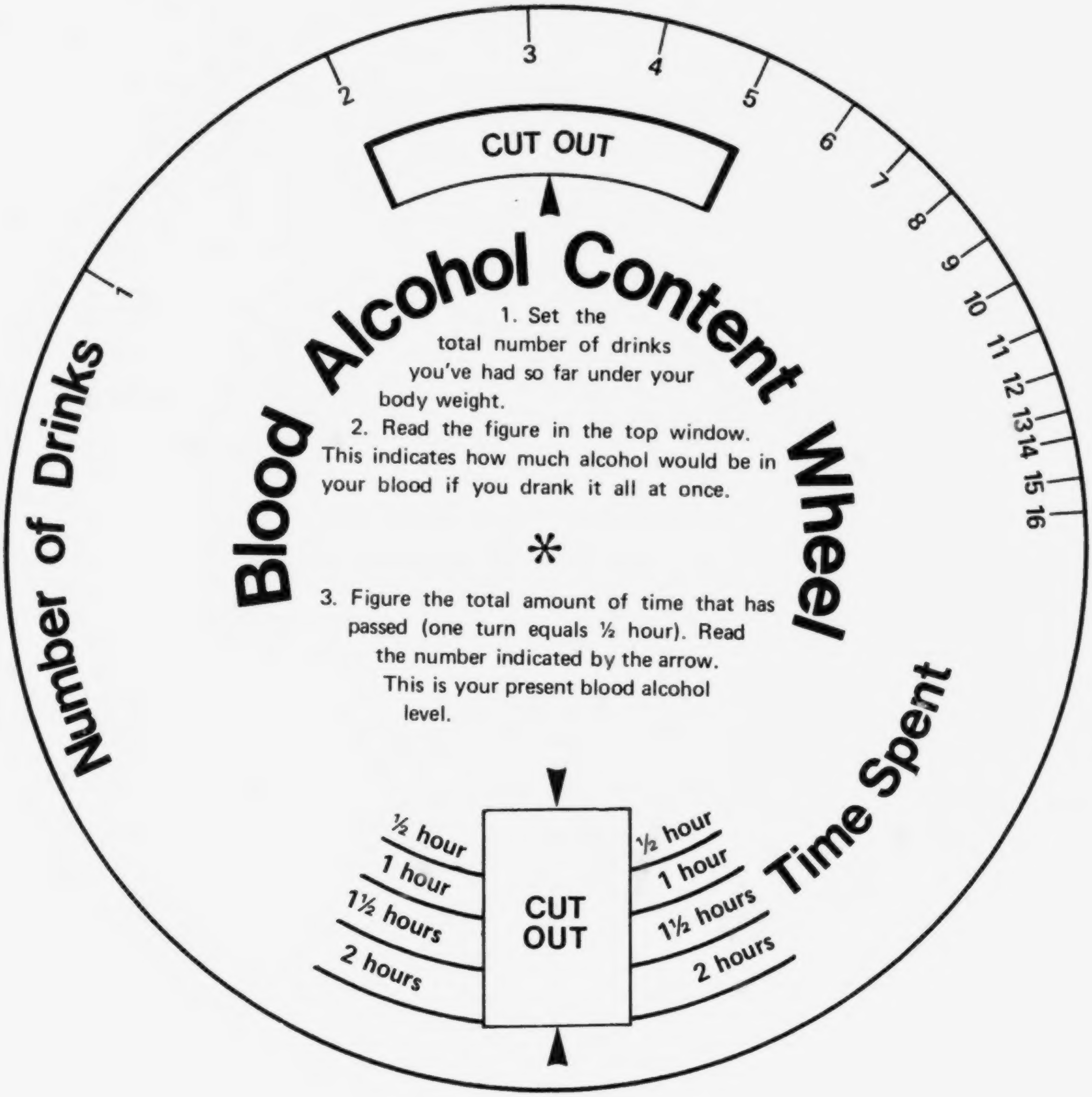
YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXXX
After drinking an amount of alcohol which might kill, you made the mistake of trying to leave the party in a car with a friend who was driving drunk. You side-swiped a parked car on the way. You are in the hospital with a concussion and a broken arm; you don't know yet about your friend.

.30% and up #47

YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXXXXXXXX
You had just decided to leave the party when you blacked out on the stairs on the way out and fell down one whole flight. A neighbor called an ambulance, and you are now lying in bed out cold with a sprained ankle. The doctor doesn't know how you even lived, because of all you drank.

.30% and up #48

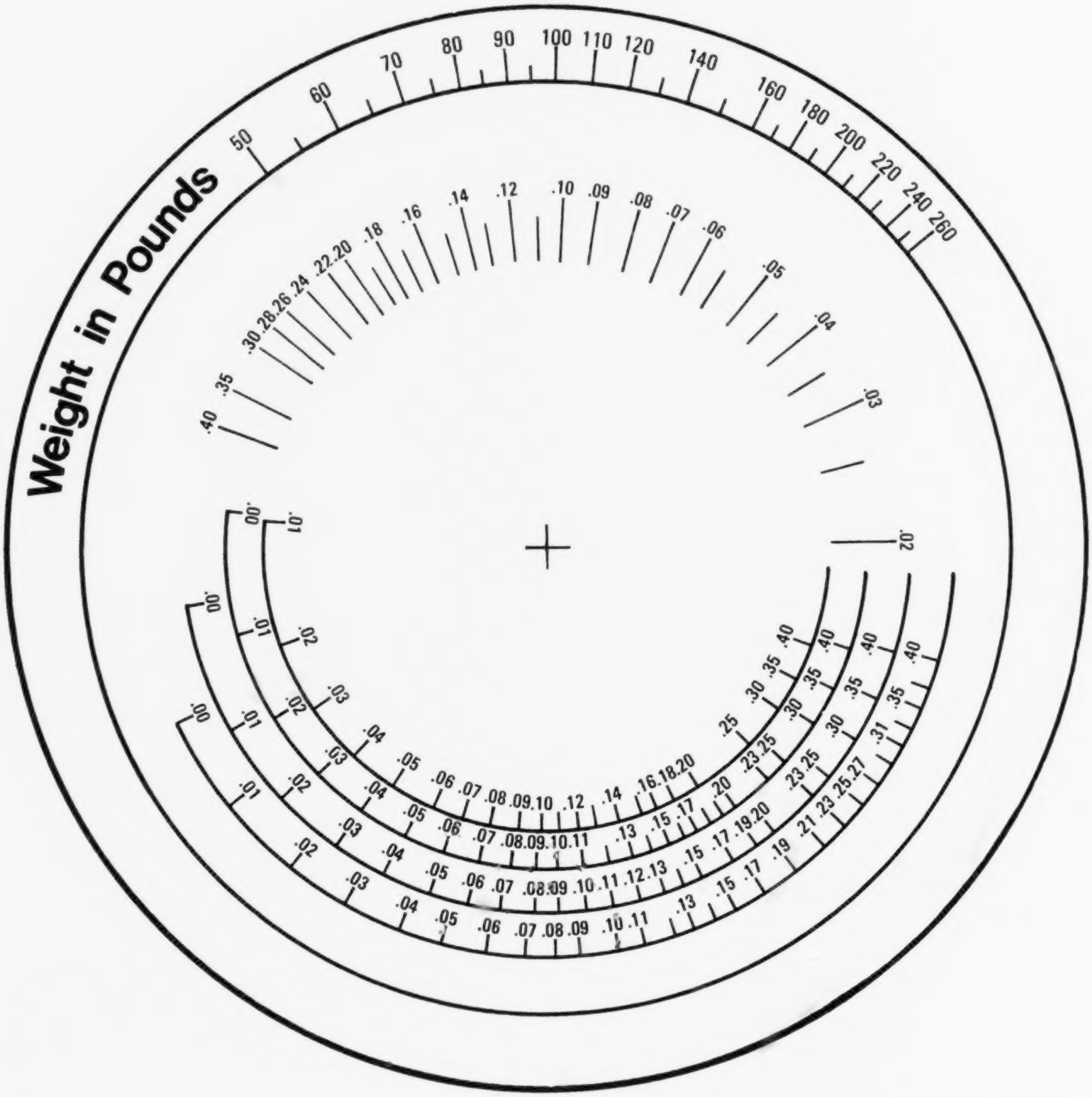
YOU HAVE JUST PASSED OUT!!XXXXXXXXXXXXXXXXXXXXX
You not only blacked out alone in the bathroom, you went into a coma. Only your weak breathing and your heartbeat told the friend who found you that you were still alive. You might very well have died if your friend had not taken you to a hospital right away.



Blood Alcohol Content Wheel
Number of Drinks
Time Spent
CUT OUT
CUT OUT
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
½ hour
1 hour
1½ hours
2 hours
½ hour
1 hour
1½ hours
2 hours
*

1. Set the total number of drinks you've had so far under your body weight.
2. Read the figure in the top window. This indicates how much alcohol would be in your blood if you drank it all at once.
3. Figure the total amount of time that has passed (one turn equals ½ hour). Read the number indicated by the arrow. This is your present blood alcohol level.

1. Cut out circles on the two pages.
2. Paste each circle on cardboard and then cut out.
3. Cut out the two sections indicated on the smaller circle (razor may be easier than scissors).
4. Put smaller circle on top of larger one, fasten together through center with paper fastener being as accurate as possible.


Weight in Pounds
.40 .35 .30 .28 .26 .24 .22 .20 .18 .16 .14 .12 .10 .09 .08 .07 .06 .05 .04 .03 .02
.00 .01 .02 .03 .04 .05 .06 .07 .08 .09 .10 .12 .14 .16 .18 .20 .25 .30 .35 .40
.00 .01 .02 .03 .04 .05 .06 .07 .08 .09 .10 .11 .13 .15 .17 .20 .23 .25 .30 .35 .40
.00 .01 .02 .03 .04 .05 .06 .07 .08 .09 .10 .11 .12 .13 .15 .17 .19 .20 .23 .25 .30 .35 .40
.00 .01 .02 .03 .04 .05 .06 .07 .08 .09 .10 .11 .13 .15 .17 .19 .21 .23 .25 .27 .31 .35 .40

REFERENCE #: 1 ACTIVITY #: 59
CONTENT REFERENCE: 179-181 TOPIC: Effects
CLASS TIME: ½-1 period METHOD: Drama: simulation

CORE ACTIVITY:

Students experience some of the physical effects of alcohol use in a simulated fashion.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.
OTHER:

ACTIVITY:

Students engage in physical exercises that illustrate what some of the physical effects of alcohol might feel like and how they might influence coordination and therefore safety.

Class meets in a large, hazard-free area, such as a gym. Students break into pairs. Each pair conducts a series of experiments in which one member of the pair at a time spins around until he is fairly dizzy. He then tries to perform several tasks such as:

- catching a ball
- walking a straight line
- standing on one leg
- reading a sentence

Each member of the pair should be tested before spinning around to see if he can perform these tasks when not dizzy. Pair keeps a record of the results.

When every student has spun around, pairs discuss:

- the activities they would refuse or not want to do while feeling dizzy
- whether they would drive a car while dizzy. If they wouldn't, then:

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The small group discussion can be a class discussion or it can be assigned as homework.

EVALUATION METHODS:

- Students think up other activities they can try to perform when dizzy and perform them and record the results.
- Students respond to written and/or oral questions about how alcohol abuse might affect performance abilities and safety.

ACTIVITY (CONT'D):

- why they think people do drive after they have become "woozy" after drinking.

Pairs report test findings to and discuss conclusions with class and respond to comments and criticism from class and teacher. Teacher will need to explain that many people drive after becoming "woozy" because alcohol can increase one's confidence in his abilities while at the same time decrease his ability to make judgments (effects not experienced in the simulation). In addition, the impaired reflexes and coordination resulting from intoxication are not always as obviously manifested to the drinker as is the dizziness caused by spinning. (½ class)

REFERENCE #: 1
CONTENT REFERENCE: 156
CLASS TIME: $\frac{1}{2}$-1

TOPIC: Effects: physical
METHOD: Drama: games

ACTIVITY #: 60

CORE ACTIVITY:

Students play board game that teaches differences between ethyl, denatured and methyl alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, discriminating.

OTHER: Students need to have already studied in rudimentary fashion the differences between denatured and ethyl alcohol. Activity #56 and #64 on these differences should precede this Activity.

ACTIVITY:

Students exercise their understanding of the differences between ethyl and methyl (or other) alcohol and effects of each by playing a simple game. Materials required include a small gameboard, a set of cards (on following pages) and a die.

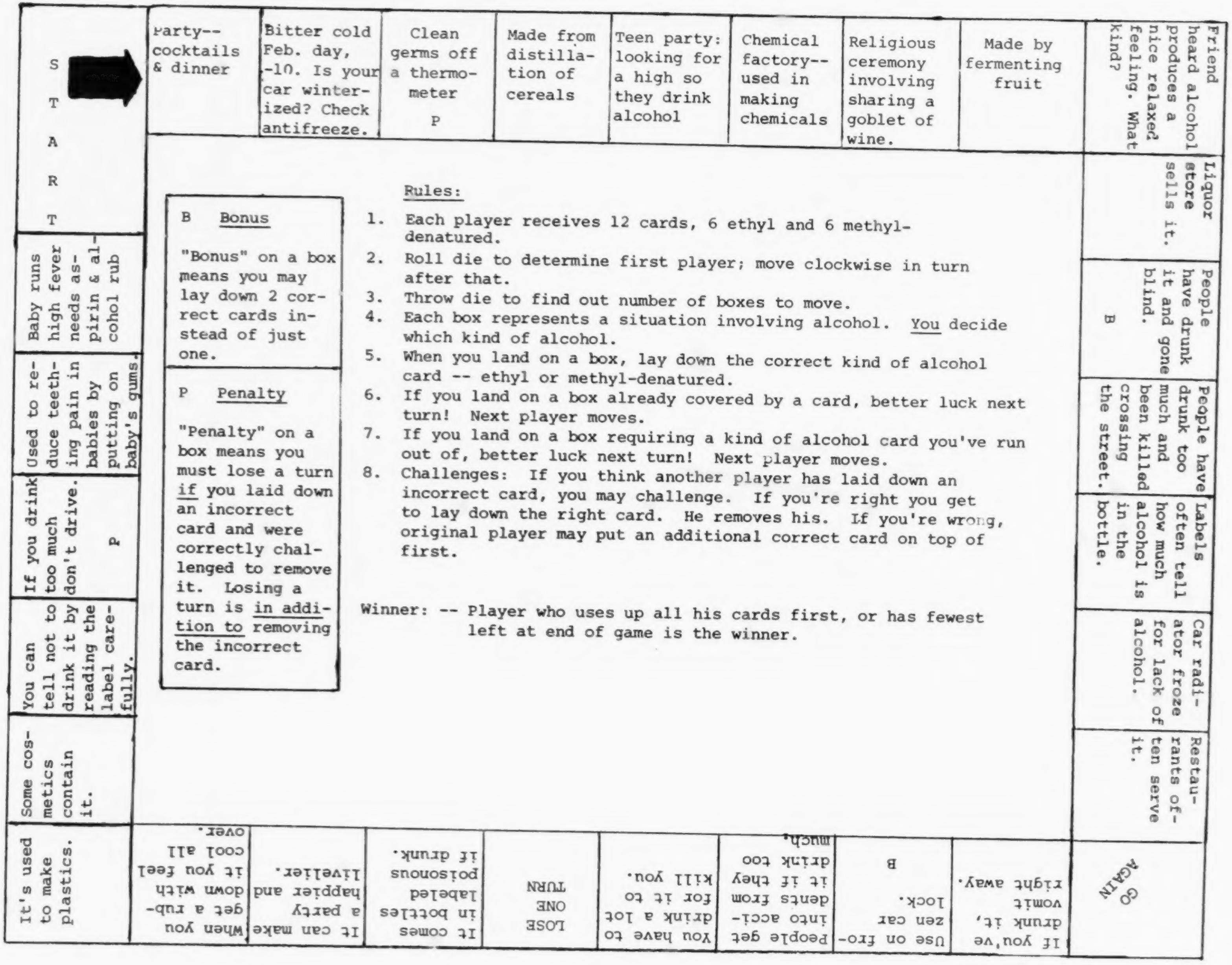
Class breaks into small groups of three or four students. Each group is given a set of game materials. The first time the game is played, the students cut out their own ethyl-methyl cards. Each group will need a die to determine the number of boxes to move on the board. Instructions appear on the following game board.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students and/or teacher can make the game more complex by using blank cards to make more specific alcohol designations, such as "ethyl-beer" or "ethyl alcohol -- 12%". Students and/or teacher can make the board boxes more difficult and specific also.

EVALUATION METHODS:

- Self-evaluating.



START

Party--cocktails & dinner

Bitter cold Feb. day, -10. Is your car winterized? Check antifreeze.

Clean germs off a thermometer P

Made from distillation of cereals

Teen party: looking for a high so they drink alcohol

Chemical factory--used in making chemicals

Religious ceremony involving sharing a goblet of wine.

Made by fermenting fruit

Friend heard alcohol produces a nice relaxed feeling. What kind?

Liquor store sells it.

People have drunk it and gone blind. B

People have drunk too much and been killed crossing the street.

Labels often tell how much alcohol is in the bottle.

Car radiator froze for lack of alcohol.

Restaurants often serve it.

GO AGAIN

If you've drunk it, vomit right away.

Use on frozen car lock. B

People get into accidents from it if they drink too much.

You have to drink a lot for it to kill you.

LOSE ONE TURN

It comes in bottles labeled poisonous if drunk.

It can make a party happier and livelier.

When you get a rubdown with it you feel cool all over.

It's used to make plastics.

Some cosmetics contain it.

You can tell not to drink it by reading the label carefully.

If you drink too much don't drive. P

Used to reduce teething pain in babies by putting on baby's gums.

Baby runs high fever needs aspirin & alcohol rub

B Bonus

"Bonus" on a box means you may lay down 2 correct cards instead of just one.

P Penalty

"Penalty" on a box means you must lose a turn if you laid down an incorrect card and were correctly challenged to remove it. Losing a turn is in addition to removing the incorrect card.

Rules:

1. Each player receives 12 cards, 6 ethyl and 6 methyl-denatured.
2. Roll die to determine first player; move clockwise in turn after that.
3. Throw die to find out number of boxes to move.
4. Each box represents a situation involving alcohol. You decide which kind of alcohol.
5. When you land on a box, lay down the correct kind of alcohol card -- ethyl or methyl-denatured.
6. If you land on a box already covered by a card, better luck next turn! Next player moves.
7. If you land on a box requiring a kind of alcohol card you've run out of, better luck next turn! Next player moves.
8. Challenges: If you think another player has laid down an incorrect card, you may challenge. If you're right you get to lay down the right card. He removes his. If you're wrong, original player may put an additional correct card on top of first.

Winner: -- Player who uses up all his cards first, or has fewest left at end of game is the winner.

Activity #60

PLAYER 1		PLAYER 2		PLAYER 3		PLAYER 4	
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol

REFERENCE #: 1
CONTENT REFERENCE: 177-181
CLASS TIME: 2½-3½ periods

ACTIVITY #: 61
TOPIC: Effects
METHOD: Independent Study: interview

CORE ACTIVITY:

Students interview their parents asking what effects alcohol use has on them.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Questioning, researching.

OTHER: Administration permission for or awareness of this Activity may be necessary. Teacher may also want to send letter to parents in advance explaining the Activity.

ACTIVITY:

A small group of students draws up a list of questions to ask their parents about how alcohol affects them. A sample question is:

> Which of the following usually happens to you after one can of beer, one drink of whiskey, one martini, or one glass of wine? (circle all appropriate answers) (½ class)
>
> get sleepy
> laugh a lot
> get warmer
> nothing
> get angry
> get more talkative
> feel happier

Students, with teacher's help, tabulate results (1-2 classes). Lastly, group prepares report (½ class) and presents it to class responding to questions and comments from class and the teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- This Activity can be conducted by an entire class. Or two or more small groups can conduct their own interviews and compare findings.
- Other population segments can be interviewed, such as other students, teachers, townspeople, and town officials.
- Parents can be invited to talk with the class.

EVALUATION METHODS:

- Students role play researchers "interviewing" parents on how alcohol affects them. To the satisfaction of the research group and the teacher.

REFERENCE #: 1 ACTIVITY #: 62
CONTENT REFERENCE: 168-183 TOPIC: Effects
CLASS TIME: 1-1½ periods, plus OCT METHOD: Independent Study: research

CORE ACTIVITY:

Students research alcohol's physical and/or behavioral effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate reasons people drink and abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, evaluating.
OTHER:

ACTIVITY:

A small group of students researches the behavioral and/or physical effects of alcohol use. Research can include:

1. reading fiction and non-fiction literature.
2. interviewing parents, school nurse or doctor.

Students write a list of questions to which they are seeking answers and solicit additional questions from classmates. Sample questions include:

1. Why does alcohol use affect different people differently? Or the same person differently at different times?
2. Which effects can be called "good" and which "bad," if any. Why?
3. What special effects does it have on teenagers? Why does it have these effects? (½ class)

After conducting research, group prepares and presents report to class and responds to questions and comments from class and teacher. (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Two or more small groups or an entire class can do the research.
- Students can research information about hangover symptoms and alleged cures and about myths about alcohol.

EVALUATION METHODS:

- Student write a "Handbook for Drinkers" describing alcohol's effects. To the satisfaction of the research group and the teacher.
- Students role play or write the dialogue to scenarios of doctors being interviewed about alcohol's effects. To the satisfaction of the research group and the teacher.
- Students play one or more of the games suggested in Activity #52. To the satisfaction of the research group and the teacher.

REFERENCE #: 1

ACTIVITY #: 63

CONTENT REFERENCE: 168-183

TOPIC: Effects

CLASS TIME: ½ period

METHOD: Lecture

CORE ACTIVITY:

Teacher lectures on effects of alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating, describing.

OTHER:

ACTIVITY:

The teacher explains the behavioral and physical effects of alcohol. Consideration should be given to:

- relationship between amount of alcohol consumed and frequency of consumption to effects
- myths about alcohol's effects
- great variability of effects and what seems to be responsible for this variability
- discussing the unique effects of alcohol on teenagers.

The class can be enlivened by:

- using diagrams on an overhead projector when possible
- initiating discussion on which effects are "good," which are "bad," and why
- inviting students to describe effects alcohol has had on people they have seen in real life or on TV and in movies
- reading passages from fiction selections in Activity #65 to illustrate graphically alcohol's effects.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students create a collage illustrating alcohol's effect. Each student interprets one other student's collage orally or in writing. To the satisfaction of the other student and the teacher.
- Students are given a description of how much alcohol an imaginary person has drunk and write down the likely effects it will have on him.
- Students create collage illustrating alcohol's effects. See Activity #51.
- Students respond to teacher's written and/or oral questions on alcohol's effects.

REFERENCE #: 1
CONTENT REFERENCE: 156
CLASS TIME: ½-1 period

TOPIC: Effects
METHOD: Lecture

ACTIVITY #: 64

CORE ACTIVITY:

Students examine different kinds of denatured and methyl alcohol and their effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Discriminating.

OTHER:

ACTIVITY:

The teacher brings to class several empty cans or bottles of paint thinner, gasoline, rubbing alcohol, paint, anti-freeze, photography developing fluid, formaldehyde, turpentine and other substances containing methyl or denatured alcohol that have labels with warnings and indications of what to do if contents are accidentally swallowed.

The teacher explains what denatured and methyl alcohol are and passes bottles around instructing students to read labels carefully.

The teacher also passes out a poison antidote list that indicates what antidotes to take for methyl and denatured alcohol poisoning. Students are also informed of telephone number(s) that can be called for antidote information in case of poisoning.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- This Activity can be engaged in by a small group of students who report their findings to the class.
- Someone from a poison control center can be invited to speak to the class.
- Activity #56 has students survey their homes for methyl alcohol.

EVALUATION METHODS:

- Students are shown a bottle of liquid containing methyl or denatured alcohol and in writing or orally explain what happens if it is swallowed and where antidote information can be obtained. To the teacher's satisfaction.
- Students role play a caller to the poison antidote information number and the person who gives the information.
- Students respond to teacher's written and/or oral questions on denatured and methyl alcohol.

REFERENCE #: 1 **ACTIVITY #:** 65

CONTENT REFERENCE: NA **TOPIC:** Effects

CLASS TIME: $\frac{1}{2}$-1 period, plus OCT **METHOD:** Reading and Discussion

CORE ACTIVITY:

Students read fictional literature descriptive of the effects of alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, analyzing.

OTHER:

ACTIVITY:

Different students read different selections from the fictional literature suggested on the following page. Students should be told what kinds of effects in general to be looking for.

Upon completion of reading, class discussion follows on:

- the effects of alcohol described in each selection
- which effects are mentioned in more than one account
- whether the selections are accurate accounts of alcohol's effects or false
- whether moderate use of alcohol would have the same effects.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write their own fictional story of someone or people using alcohol including the effects they experience. Each student reads and critiques one other student's story in terms of accuracy. To the satisfaction of the other student and the teacher.
- Students write a critical account of a selection they did not read but learned about in class. To the satisfaction of a student who did read that account and the teacher.

Suggested readings from novels that describe alcohol's effects.

Daly, Maureen, The Seventeenth Summer (Pocket Books, 1968). Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then becomes sleepy. She feels later on that it was a wonderful evening. Mature reading.

Woody, Regina J., One Day at a Time (Westminster, 1968). Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girl's friends. Mature reading.

Sherburne, Zoa, Jennifer (Morrow, 1959). Story about a girl whose mother is an alcoholic. During the book she learns to cope with this type of family situation. Mature reading. (Hardbound only.)

Miller, Warren, The Cool World (Crest). Novel about a gang of ghetto blacks in New York City and their lives, ending in a gang fight. They drink to get courage to fight. Pp. 148-155. Mature reading. Uses ghetto dialect.

Hinton, S. E., The Outsiders (Dell, 1969). Novel by a teenage girl about two warring groups of kids. Pp. 49-51 describes scene in which one group is drunk and starts a fight with the other group. Average reading.

Cleary, Beverly, Emily's Runaway Imagination (Morrow). Comical account of pigs who eat fermented apples and become intoxicated. Pp. 38-51. (Hardbound only.) Easy reading.

REFERENCE #: 20-1
CONTENT REFERENCE: NA
CLASS TIME: 1

TOPIC: Effects: physical
METHOD: Science

ACTIVITY # 66

CORE ACTIVITY:

Students observe the effects of alcohol on fish.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.
OTHER:

ACTIVITY:

Students obtain several goldfish and put all but one into small (three inch) solutions of ½ ounce alcohol mixed with three-fourths of a pint of water. This is equivalent to the alcohol content of a twelve ounce bottle of beer. When the effects of the alcohol can be seen, usually in about twenty minutes, place fish in fresh water. Keep one fish in fresh water from the start to compare his reactions with those of the other fish.

Class discusses whether alcohol would affect human beings in similar ways. Teacher can raise issue of body weight as a factor in alcohol's effects and illustrate it by repeating the experiment with fish of different sizes and timing how long it takes each fish to become affected by the alcohol.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The experiment can be repeated with a frog placed in a large jar containing the same proportions of alcohol to water. Place a wire net on top of the jar. Put frog in fresh water to recover.
- Activity #67 with rats is a similar experiment.

EVALUATION METHODS:

- Students write "Report of a Study of the Effects of Alcohol on Goldfish."
- Students respond to written and/or oral questions from the teacher on what they observed and the implications of their observations for human use of alcohol.

REFERENCE #: 20-1
CONTENT REFERENCE: NA
CLASS TIME: 1 period

TOPIC: Effects
METHOD: Science

ACTIVITY #: 67

CORE ACTIVITY:

Students observe the effects of alcohol on rats.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing
OTHER:

ACTIVITY:

The teacher and/or students perform the following experiment: Hold a rat by the tail and bring him near an object. He will reach for it. Place a rat on his back and he will right himself immediately. Place a finger near his eye and he will blink. Suspend him with his tail between your palms. Impart a spin to him by sliding your hands in opposite directions as you drop him a few inches onto a table. He will fall on his feet like a cat. This is normal rat behavior.

Now select a rat of approximately 150 to 200 g. and do not feed him for six hours prior to the experiment. Combine 5 ml. of 190 proof pure alcohol (no denaturant) with 5 ml of distilled water. For each 18 grams of body weight inject 0.1 of the alcohol solution into the peritoneal cavity of the rat (e.g. inject 1.0 ml. into a 180 gram rat).

To hold the rat tie his hind legs to a table or other support and place your thumb and forefinger of one hand about his neck against his lower jaws. Stretch him firmly and hold in a vertical position. Be careful not to puncture the viscera by going too deep, or the diaphram by going too near the rib cage or to make a bubble just beneath the skin by going too shallow. About ¼ inch deep is about right. After two minutes try the above mentioned tests for

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #66 with fish is a similar experiment.
- Rats can be given aspirin at same time as alcohol and then an autopsy performed to see effects of alcohol and aspirin on stomach lining.

EVALUATION METHODS:

- Students write "Report of a Study of the Effects of Alcohol on Rats."
- Students respond to written and/or oral questions from the teacher on what they observed and the implications of their observations for human use of alcohol.

ACTIVITY (CONT'D):

normalcy.

The results should be the following: The blood should have an alcohol concentration of about 0.23 per cent. Depending on the degree of intoxication you have produced, he will behave as follows: If less than 0.2 per cent, the rat will be sluggish and falter in grasping objects. At 0.2 per cent, he has lost his righting reflex. At 0.4 per cent, he has lost his corneal reflex (capacity to blink) and is unconscious (dead drunk).

After performing the experiment, the class discusses the extent to which rodent behavior can be compared with human behavior. The lack of food as a factor in alcohol's effects is also discussed.

REFERENCE #: 1

CONTENT REFERENCE: 179-181

CLASS TIME: 1 period

TOPIC: Effects

METHOD: Writing

ACTIVITY #: 68

CORE ACTIVITY:

Students complete story and discuss how they can tell if someone is drunk.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing.

OTHER:

ACTIVITY:

Students address the question, "how can you tell if someone is drunk?" by reading and completing dilema story, based on a true situation, about a man exhibiting many of the physical effects of alcohol use. Students complete the story by deciding how one of the characters in the story acted. The actual "story" ending is then given to students.

Teacher distributes a copy of the story to each student. After reading story and completing it, class breaks into small groups and is given written instructions to discuss:

- what clues about the man's behavior made them think he was drunk/not drunk
- how the other characters in the story seem to feel toward the man (fear, disgust, ridicule, apathy, sympathy, etc.)
- what decision they made and why they made it for the man faced with the decision in the story.

Groups report responses to class and respond to comments and questions from class and teacher. Teacher distributes the actual story ending to class and discussion follows on conclusive ways of determining whether or not someone is drunk, in particular,

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write their own stories, fictional or taken from real life, of people who may be drunk. Students do not, however, complete the endings. Students exchange stories and each student writes the end to one other student's story. To the satisfaction of the author and the teacher.

ACTIVITY (CONT'D):

breathalyzer and blood tests, since presumptions about behavior are not always adequate although they may be useful. Discussion also includes reliability of other intoxication tests such as being able to stand on one leg, walk in a straight line and touch one's nose with one's index finger.

It was a strange feeling for Mr. Tom Kaye as he walked down the street. The buildings swayed and the sidewalk moved and he realized he wasn't walking straight. So, apparently, did people in the street. As he walked slowly and unsteadily toward a neatly-dressed woman, she gasped and walked rapidly away. Tom stopped. He looked around and uttered a quiet "mish--ter" but nobody seemed to hear. Several passers-by just kept walking as if he didn't exist.

He was not well-dressed although he was neat and he carried the bag of a salesman. It was true he was sad. He worked very hard, starting at dawn, not returning home till evening. But even working more than 12 hours a day did not get him very far. He still barely earned enough money to support his wife and child and he was worried about how they would feed another when the new baby came in a few months. And now this. He didn't understand it. He had never been sick before.

Tom walked up to a well-dressed gentleman, began to say "Mish-ter" but the man simply shook his head, said "It's too bad, fellow," and continued walking. He was kindly enough but of no help.

Tom stood still waiting for someone else to pass by. As soon as he spotted a young man about his own age, he called out, "Mish-ter, please..," but the man cut him off in mid-sentence. "Serves you right," he said. "And so early in the day. If you must drink, at least do it at night." And he walked away with a scowl on his face.

Even in his cloudy brain, Tom realized he must get help. He wasted no words on the next passer-by, an older woman who looked very dignified. "I'm sick, madam," he said. "Please...." "You certainly are," she replied. "Anybody who drinks too much is," and she continued walking, her head high in the air.

By now, Tom was reeling. He could barely stand up. He really felt sick, but nobody would help. He was certain he was going to pass out, when he saw a man standing in the doorway of a warehouse about 40 feet away. In desperation, he made his legs move, hoping to reach the doorway before the man disappeared or Tom himself collapsed. It seemed like hours but he finally made it. There stood a tall, muscular guy, smoking a cigar, a smile on his face.

"I'm sick," Tom said. "Please help."

The man (the name "Jack" was embroidered on his workclothes) said, "Yeah, go home and sleep it off. I've had a few too many myself at times," and he laughed.

"But....I....can't....I'm really sick....Please....get....help," Tom gasped.

Jack laughed again. "It sure is awful, after the "high" wears off," he said.

"Please...," Tom pleaded. "Call....for....help...," and he pointed unsteadily to a telephone behind Jack.

Complete the story by describing what, if anything, Jack does and what happens to Tom.

ACTUAL STORY ENDING (Distribute after students have discussed the completions they wrote.)

Jack finally dialed. Maybe the guy was on the level. Jack realized he didn't smell of alcohol and he couldn't be 100% sure.

The ambulance raced through the streets to the nearest hospital. In the emergency room, Tom was promptly examined. The doctor rushed him into an oxygen tent and relaxed when he saw his breathing was easier.

He said to a nurse, "Haven't seen a case like this in years. A collapsed lung. He's lucky he got here when he did. It'll be weeks before the lung heals. He'll be here for a while."

When Mrs. Kaye arrived, Tom was comfortable and awake. Still, he found it difficult to speak but slowly he said, "They thought.... I was....drunk. Can you....imagine....that?"

All he ever had was a little wine at religious ceremonies. He had never drunk hard liquor in his life, not even a taste.

This is a true story.

REFERENCE # 1
CONTENT REFERENCE 168-174
CLASS TIME ½-1 period

TOPIC Effects: physical
METHOD Writing

ACTIVITY # 69

CORE ACTIVITY:

Students trace the passage of alcohol through a diagram of the body.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity is a good evaluation of learnings about alcohol's physical effects.

ACTIVITY:

Students are given xeroxed copies of the diagram of the human body found on the following page. Students trace the passage of alcohol through the body indicating important points along the way where it can affect the body, such as the liver, stomach, heart and brain. Students include a "legend" that explains what alcohol may do to the body immediately and/or over the long run at each of these focal points.

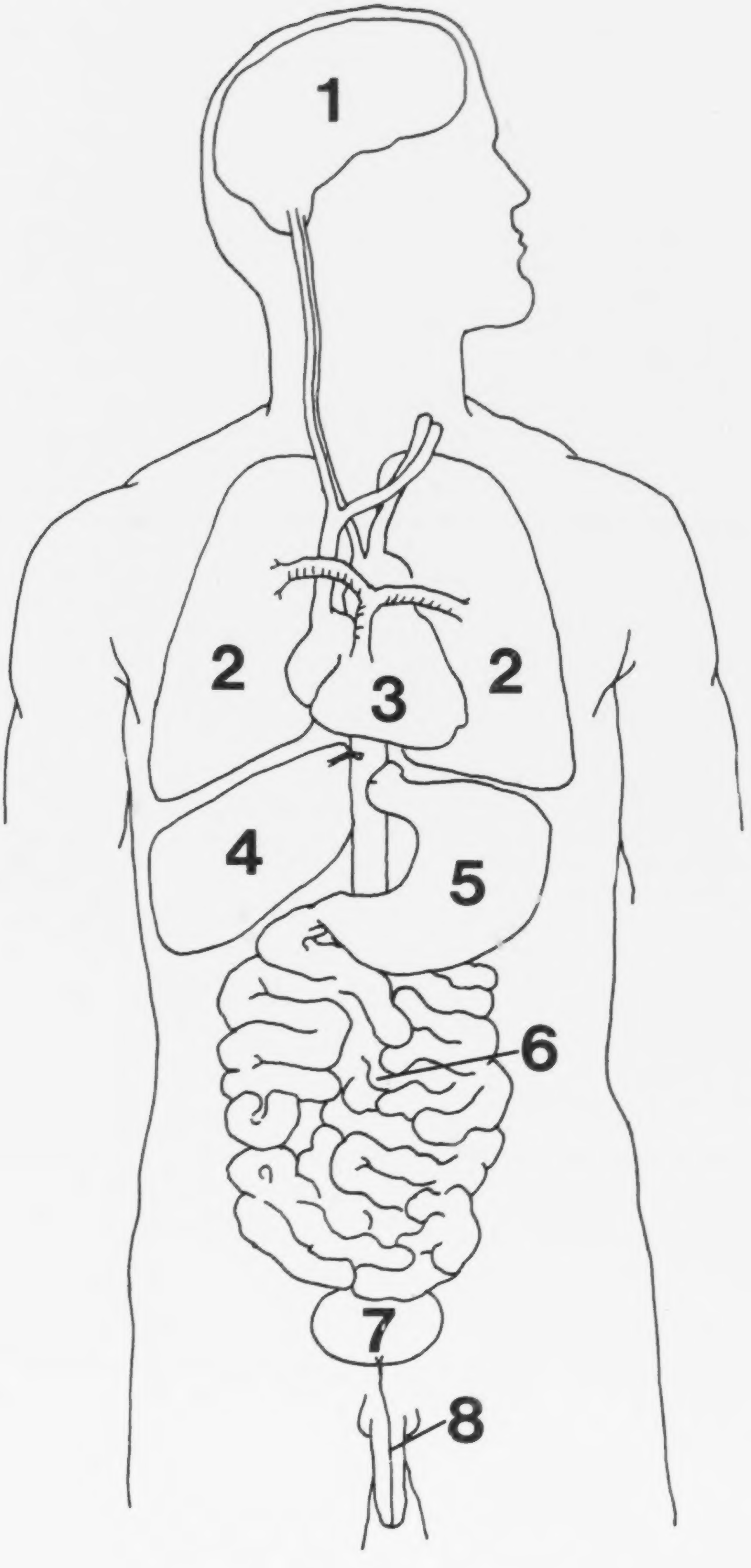
Students can fill in the diagram as they research alcohol's effects or as the teacher lectures on them. Or, as an evaluation Activity, students fill in diagram from memory. Numbers correspond to the following body organs (which the teacher may or may not require students to be able to identify):

1. Brain
2. Lungs
3. Heart
4. Liver
5. Stomach
6. Intestines
7. Bladder
8. Urethra

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Self-evaluating.


1
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REFERENCE #: 1
CONTENT REFERENCE: 168-174
CLASS TIME: ¼-½ period

TOPIC: Effects
METHOD: Writing

ACTIVITY #: 70

CORE ACTIVITY:

Students take written quiz on alcohol's effects.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity should be supplemented by other types of evaluations. It is useful as both a pre-test and/or post-test.

ACTIVITY:

Students write answers to short answer and multiple choice questions on alcohol's physical effects. Sample questions appear on the following pages.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation exercises on alcohol's physical effects. Answers or sources for answers appear in parentheses. Correct answers to multiple choice questions are underlined.

A. Short Answer Questions

1. Alcohol often has different effects on different people. Why?

   (speed of drinking, empty stomach, weight, type of alcohol)

2. Many people think alcohol can do things that it cannot do. Mention some of these things.

   (mixing drinks produces increased drunkenness or makes people drunk quicker; moderate drinking harms the liver, etc.; alcohol raises body temperature)

3. Students are given a blank drawing of a human body. Trace the passage of alcohol through the body using this diagram.

   (See Activity #69 for diagram.) (Content Literature pp.

4. (a) Tonight is the big high school football game. Jerry decides to have a beer or two at dinner before the game in order to play better. Is Jerry likely to play better, worse or the same? Why or why not? (Probably the same -- drinking a beer or two with a meal won't have that much effect)

   (b) Dan has been drinking whiskey and has had two one-ounce shots. Mark doesn't like whiskey so he's been drinking beer and he's had two bottles. Is one more likely to be affected than the other? If so, why? If not, why not? (no -- each has drunk the same amount of pure alcohol)

   (c) John and Mary are at the school football game. It is a cold, snowy afternoon. John takes out a hip flask filled with whiskey. He offers it to Mary but she doesn't want any, so he drinks most of it himself. Is one more likely to be warmer than the other? If so, why? If not, why not? (John may feel warmer, but his body temperature will drop)

   (d) Sam and Lenny both had too much to drink at the party. They are very drunk. Sam is drinking hot coffee now and Lenny has gone for a walk in the fresh night air. Will one of them sober up more quickly than the other? If so, why? If not, why not? (No -- see #2 above)

(e) At Mary's party she was serving various types of drinks. She likes all types and has already had a beer, two shots of whiskey and a glass of wine. Her boyfriend Bob likes only rum and coke. He's had four of them. Is one more likely to get drunk than the other? If so, why? If not, why not? (No -- unless Mary expects mixing drinks to make her drunker)

(f) After the football game, Mary and Joe went out drinking to celebrate. Joe had eaten 3 hot dogs, two cokes and 2 bags of potato chips during the game. Mary hadn't had a bit to eat since breakfast. Is one of them more likely to get drunk? If so, why? If not, why not? (Mary is, because liquids and food slow down absorption of alcohol into blood stream)

(g) Last Saturday night, Dick sat home watching TV and drank beer. He got quite "high." This Saturday he and his friends have planned a party where they all expect to live it up and have a wild time. Dick is really looking forward to getting drunk. Will it take him the same number of beers to get drunk as it did last Saturday or will it take fewer or the same? Why? (probably less because he expects to get "high" and is in a more exuberant atmosphere)

5. Have you actually used anything that you learned in the course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Multiple Choice Questions

1. Alcohol goes into a person's blood stream:
   (a) very slowly
   (b) almost immediately
   (c) only on an empty stomach
   (d) none of the above

2. Alcohol enters the blood stream mostly from:
   (a) the small intestine
   (b) the liver
   (c) the lungs
   (d) the stomach

3. One of the following will not affect what alcohol does to a person's body:
   (a) how much food he ate before drinking
   (b) how much he weighs
   (c) how fast he drinks
   (d) mixing his drinks

4. Moderate drinking will usually harm:
(a) liver
(b) kidneys
(c) brain
(d) stomach
(e) *none of these*

5. As a medicine, alcohol can:
(a) cure colds
(b) lower fever
(c) cure snakebite
(d) all of these
(e) *none of these*

6. Which of the following is *not* poisonous if drunk in moderate amounts:
(a) methyl alcohol
(b) ethyl alcohol
(c) isopropyl alcohol
(d) none of the above
(e) all of the above

7. Alcohol used in cooking:
(a) helps people get drunk
(b) *can improve the taste of the food*
(c) is a sign of an alcoholic
(d) a and b
(e) all of the above

8. Which of the following may influence a person's ability to perform a task after drinking?
(a) how complicated the task is
(b) how familiar the person is with the task
(c) how experienced the person is with drinking
(d) *all of the above*
(e) none of the above

9. Which of the following behavioral effects can alcohol produce?
(a) overconfidence
(b) risk taking
(c) depression (sadness)
(d) relaxation
(e) happy feelings
(f) *all of the above*
(g) a, b and e
(h) b, c, and d

10. Which of the following is the *only* effective way to get rid of a hangover?
(a) drink some more alcohol
(b) *time*
(c) eat
(d) exercise
(e) none of the above
(f) all of the above

11. Which of the following enable(s) people to sober up?
    (a) taking a cold shower
    (b) letting time pass
    (c) drinking strong coffee
    (d) taking a walk in fresh air
    (e) none of the above
    (f) all ot the above

12. Which of the following will affect how a person behaves when drinking?
    (a) the situation he's drinking in (party, alone)
    (b) his mood before he started drinking
    (c) his drinking experience
    (d) his attitudes toward whether drinking is "good" or "bad"
    (e) all of the above
    (f) a and b
    (g) b and c

13. Drinking usually makes people feel more skillful because:
    (a) alcohol increases skill
    (b) alcohol increases people's feelings of confidence
    (c) alcohol makes people poorer judges of themselves
    (d) people can't feel their hands working
    (e) they avoid tasks requiring skill
    (f) b and c
    (g) d and c
    (h) b, c and e

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ period

TOPIC: Effects
METHOD: Writing

ACTIVITY # 71

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward alcohol's effects.

OBJECTIVE:

Activity is designed to reveal student attitudes toward alcohol's effects.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post-test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward alcohol's effects. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample questions to evaluate student attitudes toward alcohol's effects. Answers may reflect simple ignorance, deep-seated beliefs about alcohol's essential harmlessness or danger, or a balanced attitude that sees alcohol as both.

Agree-Unsure-Disagree

1. Alcohol has no good effects on people.
2. Alcohol has no bad effects on people.
3. Alcohol has some good and some bad effects on people.
4. A couple of drinks at social occasions can have good effects on some people.
5. Moderate use of alcohol will have no bad physical effects on most people.
6. Getting drunk occasionally will quite likely have lasting bad effects on most people.
7. A couple of drinks at a party can help many people become more sociable.
8. Moderate use of alcohol will have no lasting bad effects on most people.
9. Getting drunk occasionally will quite likely have lasting bad effects on most people.

REFERENCE #: 2-1
CONTENT REFERENCE: 156
CLASS TIME: 1-2 periods

TOPIC: Industry
METHOD: Art: collage

ACTIVITY #: 72

CORE ACTIVITY:

Students create collages illustrating various uses of alcohol.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is a good evaluation of what students have learned about alcohol's uses.

ACTIVITY:

Students are told in advance of Activity and its purpose. They should be shown at least one example of what is expected. Students cut pictures and/or words out of magazines and newspapers that they and/or the teacher have brought to class and paste them on poster paper. Uses can include five areas: social, religious, medicinal, industrial and culinary uses.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #75 involves students in researching alcohol's uses; Activity #78 is a lecture on these uses.

EVALUATION METHODS:

- Ousiders (other teachers or students, parents, etc.) examine collages and are able to demonstrate understanding of what the posters are intended to communicate. To the satisfaction of the artist and the teacher.
- Each student writes an explanation of what any one other collage is portraying. To the satisfaction of the artist and the teacher.

REFERENCE #: 1 **ACTIVITY #:** 73
CONTENT REFERENCE: 160-162 **TOPIC:** Industry
CLASS TIME: ½-1 period **METHOD:** Discussion

CORE ACTIVITY:

Students discuss whether alcohol advertisements should be banned or restricted.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible personal and public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, evaluating.
OTHER: Students can first evaluate alcohol advertisements. See Activity #30 and #33.

ACTIVITY:

Students write response to following scenario:

> You have just been made Director of Advertising Permission (DAP) in your state. You can do anything you want about alcohol advertisements in your state. You may want to make all ads illegal, or you may want to allow alcohol to be advertised any time, any place. You may want to make only some laws about ads, such as:
>
> where advertisements can be shown (TV, radio, billboards, buses, etc.)
> what can be shown in ads (women drinking? children drinking? teenagers drinking? drunk people? wild parties? etc.)
>
> Write down what you will do about advertising in your state.

The following class, students break into small groups and are given the following written instructions:

> Yesterday you wrote down what rules you would make about alcohol advertising if you had complete power to make those rules. Today, read what each of you wrote yesterday and then try to agree on:

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.

EVALUATION METHODS:

- Students respond to written and/or oral questions about alcohol advertising.

ACTIVITY (CONT'D):

- what the best rules would be and why.
- what penalties should be imposed on people who break them.

Each group reports its results to the class and responds to questions and comments from class and teacher. Teacher may want to raise issues of free enterprise, *caveat emptor* (let the buyer beware), and freedom of speech, either prior to or following the Activity.

REFERENCE #: 2-1
CONTENT REFERENCE: 157-159
CLASS TIME: 1 period, plus OCT

ACTIVITY # 74
TOPIC: Industry
METHOD: Field Trip

CORE ACTIVITY:

Students visit an alcohol processing plant.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, describing.

OTHER: Parent and administration permission may be necessary. This Activity is a good introduction to other Activities on the alcohol industry's role in the economy.

ACTIVITY:

Before taking field trip students are given a brief description of how alcohol is manufactured and are told what parts of the process in particular to examine closely. Students write out a list of questions they would like answered by the tour guide. Sample questions include:

1. Why does the company give tours?
2. What major industries are involved in the manufacture of alcohol?

Class visits a convenient brewery, winery or distillery, takes guided tour and collects available company literature. Class discussion follows on:

- the steps involved in manufacture
- the answers to the questions asked during the tour
- whether students are satisfied with these answers and why or why not.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students role play a "tour guide" for a small group of students who ask questions at appropriate places about the manufacture process.
- Students respond to teacher's written and/or oral questions on the field trip.

REFERENCE #: 1

CONTENT REFERENCE: 156

CLASS TIME: 1½ periods

ACTIVITY # 75

TOPIC: Industry

METHOD: Independent Study: research

CORE ACTIVITY:

Students research the various uses of alcohol.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Researching, describing.

OTHER:

ACTIVITY:

Students pick one of the four areas of alcohol use to research: industrial, medicinal, social and culinary. The teacher explains what is involved in each area in rudimentary fashion. Students then break into small groups based on their selection. Each group, with the teacher's assistance, decides how it is going to conduct its research and how it will divide up responsibility for the research among its members. Methods of research include:

- industrial uses: interviewing by visiting or telephoning officers of companies that use alcohol, such as anti-freeze manufacturers, ink makers, and photograph developers; reading available literature; talking to science teachers.

- medicinal uses: interviewing by visiting or telephoning doctors and pediatricians, cosmetic manufacturers, and pathologists; reading available literature; talking to school nurses.

- social uses: interviewing parents, teachers, older students and siblings; reading available literature.

- religious uses: interviewing community religious leaders.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Speakers can be invited to the class to discuss uses.
- The studies can include the misuses of alcohol, as well.
- Activity #78 is a lecture on alcohol's uses.

EVALUATION METHODS:

- Students create collages that illustrate alcohol's uses. (See Activity #72.)
- Students respond to written and/or oral questions on alcohol's uses.

ACTIVITY (CONT'D):

- culinary uses: interviewing chefs of French restaurants, school dieticians and high school cooking teachers; having mothers cook dishes requiring alcohol and bringing samples to class; reading available literature, including cookbooks; watching TV cooking shows. (½ period)

After completing research on what alcohol is used for, each group prepares and presents report to class and responds to comments and questions from class and teacher. Teacher may want to emphasize that alcohol has many uses in addition to being a beverage. (½-1 period)

REFERENCE #: 1
CONTENT REFERENCE: 160-162
CLASS TIME: ½-1 period

TOPIC: Industry: business
METHOD: Lecture

ACTIVITY # 76

CORE ACTIVITY:

Teacher lectures on the role of alcohol advertisements in American society.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate laws governing alcohol advertising in order to make responsible public policy decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

A lecture on the role of alcohol advertisements in American society should explain:

- why the industry advertises so heavily
- how advertisements influence people. (see Activity #30 on advertising techniques)
- what laws exist for regulating such advertisements and the extent to which they are enforced and evaded

Such a lecture can be enlivened by:

- displaying samples of alcohol advertisements and soliciting student criticisms and analyses of the techniques used
- raising the issue of whether any kinds of alcohol ads should be made illegal.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students role play or write the dialogue for a scenario in which an AA member "interviews" and "criticizes" the advertising manager or an alcohol beverage company.
- Each student creates an ad of his own for selling an alcoholic beverage. Each student writes an analysis of the appeals of one other student's ad. To the satisfaction of the other students and the teacher.
- Students are given an ad by the teacher and write an analysis of its techniques.

REFERENCE #: 1 **ACTIVITY #:** 77

CONTENT REFERENCE: 157-159 **TOPIC:** Industry

CLASS TIME: ½ period **METHOD:** Lecture

CORE ACTIVITY:

Teacher lectures on manufacture of alcohol.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, discriminating.

OTHER: Activity is also useful for studying what alcohol is made of.

ACTIVITY:

A lecture on how alcoholic beverages are made should:

- distinguish between wine, beer, whiskey and liqueurs and their alcoholic content
- distinguish between industrial manufacture and home brewing or moonshining
- explain what happened during Prohibition
- explain what other industries are involved in and profit from the manufacture of alcohol.

This lecture can be enlivened by:

- displaying some of the materials of fermentation and distillation such as yeast, hops and crushed grapes
- putting diagrams of the process on the blackboard or on an overhead projector
- using interesting examples, such as moonshining and home brewing
- inviting someone to talk to the class who has made home brew or wine
- borrowing the necessary equipment and soliciting the necessary advice from a chemistry teacher to illustrate the processes of fermentation and distillation.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can bring to class small containers of fruit juices which are left at room temperature and tested for fermentation every 3 days for 2 weeks. Control samples are refrigerated.
- Activity #74 involves a trip to an alcohol processing plant.
- Class can set up distillation experiment.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which a reporter "interviews" a manufacturer or moonshiner on how they make their alcohol. To the satisfaction of the class and teacher.
- Students respond to teacher's written and/or oral questions on how alcoholic beverages are manufactured.

REFERENCE #: 1
CONTENT REFERENCE: 156
CLASS TIME: ½ period

TOPIC: Industry
METHOD: Lecture

ACTIVITY #: 78

CORE ACTIVITY:

Teacher lectures on various uses of alcohol.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER:

ACTIVITY:

Teacher lectures on various non-abusive uses of alcohol, emphasizing that most forms of alcohol are not fit for consumption and that alcohol has many important non-beverage uses.

Teacher can divide uses into four categories:

1. industrial: antifreeze, ink, fuel, film
2. medicinal: preserving agent, antiseptic, cosmetics
3. social: social drinking, beverage with meals, religious and ceremonial uses
4. culinary: flavoring extracts, recipe ingredients.

This lecture can be enlivened by:

- bringing in samples to class, such as antifreeze, ink, fuel, film, antiseptics, rubbing alcohol, cosmetics, and foods cooked with alcohol that the class can sample
- bringing in recipes and menus that involve the use of alcohol
- inviting school nurse and doctor to explain medicinal uses; parents to explain social uses; school dietician to explain culinary uses; religious leaders to explain ritual uses.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #75 involves students in researching alcohol's uses.

EVALUATION METHODS:

- Students create collages or mobiles illustrating alcohol's various uses. (See Activity #72)
- Students respond to written and/or oral questions about alcohol's uses.

REFERENCE #: 1
CONTENT REFERENCE: 156-157
CLASS TIME: 1 period

ACTIVITY # 79
TOPIC: Industry: manufacture
METHOD: Science

CORE ACTIVITY:

Students perform experiments to determine properties of alcohol and discuss the utility of these properties.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.
OTHER:

ACTIVITY:

Students are given instructions to perform the following experiments, to record their results and to write what industrial uses alcohol might have based on these results. Students perform them either in small groups or individually.

1. Put a leaf in alcohol and a leaf in water. Put a drop of oil (castor or olive) in alcohol and in water.
2. Determine the boiling and freezing points of alcohol and water by placing a cooking thermometer in each as they approach the boiling point.
3. Touch a lighted match to a dish of water. Do the same for alcohol. (Extinguish flame by putting a water glass over the dish.)
4. Fill a two-gram vial half full with water. Tip vial and slowly fill with alcohol. Close top with finger, turn upside down and shake.

Teacher points out, on basis of experiments, how the properties of alcohol (good solvent, low freezing point, high boiling point, flammable and moisture absorbing) can and are put to use in industry (antifreeze, preservative, rubbing alcohol).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- The experiments can be performed as a class demonstration by one group of students or by the teacher.
- Students can water one plant with water, another with an alcohol solution (3 teaspoons of alcohol to 1 pint of water) and observe results.

EVALUATION METHODS:

- Students write a "brochure" explaining the industrial uses to which alcohol is put based on its properties.
- Students role play or write the dialogue to scenario in which an alcohol industry representative explains the uses to which alcohol can be put to a person who wants to make it illegal to manufacture alcohol.

REFERENCE #: 20-1
CONTENT REFERENCE: NA
CLASS TIME: ½ period

TOPIC: Industry
METHOD: Science

ACTIVITY #: 80

CORE ACTIVITY:

Teacher demonstrates some of the differences between the properties of water and those of alcohol.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Observing, analyzing.

OTHER: This is good introductory Activity for students who are inexperienced with alcohol.

ACTIVITY:

The teacher holds up two bottles, one containing alcohol, the other water, and asks students to guess the contents. The teacher then explains that two things that look alike may actually be different and that one should not assume that because a substance looks harmless (like water) that it is.

The bottles are passed together around the class. Each student smells each bottle and rubs a drop from each on the back of his hand. The class then discusses the differences in smell, feeling and speed of evaporation.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Teacher may expand Activity by contrasting alcohol with other clear liquid(s) such as salt water and diluted ammonia.

EVALUATION METHODS:

- In pairs, students test each other's ability to detect alcohol. The tested students decide which bottle contains alcohol and then says how he knows.
- Students respond to written and/or oral questions about the differences between water and alcohol and the importance of not assuming clear liquids are necessarily water (harmless).

REFERENCE #: 1
CONTENT REFERENCE: 156-159
CLASS TIME: ¼-½ period

ACTIVITY #: 81
TOPIC: Industry
METHOD: Writing

CORE ACTIVITY:

Students take written quiz on alcohol manufacture and uses.

OBJECTIVE:

Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: This Activity should be supplemented by other types of evaluations. Activity is useful as both a pre-test and/or post-test.

ACTIVITY:

Students write answers to short answer questions on alcohol manufacture and uses. Sample questions appear on the following page.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample written evaluation exercises on alcohol advertising, manufacture and uses. Answers or sources for answers appear in parentheses.

A. Short Answer Questions

1. You know that alcohol can have many uses. Circle the ways in which it can be used:
    - medicine
    - cooking
    - anti-freeze for cars
    - drinking
    - pet food

    (pet food is only one incorrect)

2. Draw lines from the raw materials in column A to the kind of drink in column B that it belongs with:

A	B
Grapes	Whiskey
Beer	Wine
Cereals	Beer

(Grapes - Wine; Beer - Whiskey; Cereals - Beer)

3. Name one way in which these people would use alcohol:
    (a) doctor (appetite stimulant; anesthetic)
    (b) gas station owner (anti-freeze)
    (c) chef (food)
    (d) beauty parlor owner (cosmetics)

4. What are wine and beer made from? What is whiskey made from? (Content Literature pp. 157-159)

REFERENCE #:
CONTENT REFERENCE: 211-213
CLASS TIME: 1 period

ACTIVITY #: 82
TOPIC: Interpersonal: general
METHOD: Discussion

CORE ACTIVITY:

Students evaluate how to cope with a problem drinker in the family.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER:

ACTIVITY:

Students write response to one or more scenarios in which they play "Dear Abby" in response to someone writing her a letter about a family alcohol problem. Sample letters appear on the next page.

Students break into small groups and are given written instructions to:

1. Read each others' replies.
2. Discuss the best response and why.
3. Write this down.

Groups read letters to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students role play hotline in which students "call in" problems to each other.
- Activity can be a class discussion.
- Activity #86 has a member of Alateen talk to the class.

EVALUATION METHODS:

- Students role play hotline in which family members "call in" problems to hotline operator.
- Students respond to teacher's oral questions on how to cope with problem drinker in the family.

SAMPLE SCENARIOS

Dear Abby:

My father frequently goes on drinking sprees, some of which last for several days. When he's not drinking he is kind and generous. But when he drinks too much he is mean, sloppy and sometimes violent. He sometimes spends so much on liquor that the family has to do without much food. What can I do? I am ....years old.

signed,
Confused

How will you respond?

Dear Abby:

My mother spends all day watching soap operas and nibbling potato chips and neglects my two baby twin brothers and the house. My father has two jobs to support us and isn't home too much. When I get home from school she's already had several drinks and gets mad at the slightest thing I do. What can I do?

signed,
Oppressed

How will you respond?

Dear Abby:

My husband spends every Saturday and Sunday afternoon and Monday night watching the football games. While watching he keeps on drinking beer until by the end of the game he is unsteady and angry, so we can't go anyplace or have any guests in. Tuesday he wakes up with a hangover. The rest of the week he's fine. What can I do?

signed,
Confined

How will you respond

Dear Abby:

I like to have a beer once in a while on hot days when I get home from work. But my wife insists that we not drink in front of the kids or have any alcohol in the house where they might find it. I started stopping on the way home for a drink, but she gets furious when she smells alcohol on my breath. I like a drink to relax me and cool off, but I can't stand fighting with my wife. What can I do?

signed,
Badgered

New scenarios can be created by varying:

- the relationship between the drinker and letter writer
- the ages and sexes of both
- why and under what circumstances the drinker drinks
- how much the drinker drinks and how he behaves as a result.

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: 1 period

TOPIC: Interpersonal: general
METHOD: Discussion

CORE ACTIVITY:

Students discuss whether to give a "bum" a dime.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, decision-making.
OTHER:

ACTIVITY:

Students respond briefly (½ page) in writing to one or more scenarios in which they are accosted by alcoholics for money. Sample scenarios are on the next page.

The following class, students break into small groups and are given written instructions to discuss:

- the best course of action and why.
- how this would differ if the alcoholic had asked for a dollar.

Groups report conclusions to class and respond to questions and comments from class and teacher. Activity or teacher may raise related questions for discussion, such as: Is the alcoholic to blame for being an alcoholic? and; Should the government provide assistance for skid row alcoholics? If so, what kind? Why?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.

EVALUATION METHODS:

- Students write a section of a "Handbook on Alcoholics" indicating how the general public should respond to skid row alcoholics who beg for money.
- Students role play or write the dialogue to a scenario in which an alcoholic derelict "asks" a passer-by for a handout. The passers-by can use the role profiles on the next page.

SAMPLE SCENARIOS

You are walking down Lincoln Street with your date on the way to a movie. You are a high school student being supported by your parents who don't have much money to spare but aren't poor either. You have $8.45 on you in bills and change after buying gas with the $10.00 your father gave you for this date. After the movie you plan to stop in at the Dairy Queen for ice cream before driving home. An alcoholic "bum" asks you for a dime. Do you give it to him? Why?

You are a grownup who earns $18,000 a year and are living very comfortably. While walking down Wasnington Street you are stopped by an alcoholic "bum" who has just watched you break a $10.00 bill for a newspaper. You are alone. He asks you for a dime. He is sober at the moment. Do you give it to him? Why?

You are on your way home from school. You got your week's allowance yesterday, and your pocket is jingling with money. (You haven't decided yet how to spend it.) A man in ragged clothes asks you for a dime for a cup of coffee. He looks like he is starving. You can smell liquor on his breath. Do you give it to him? Why?

New scenarios can be created by varying:

- whether the "bum" is sober or drunk
- whether the passerby is rich, poor, self-supporting, unemployed, etc.
- how much the "bum" asks for
- whom the passerby is walking with
- the sex of the "bum" and the passerby.

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: ½-1 period

ACTIVITY #: 84
TOPIC: Interpersonal: general
METHOD: Drama: role play

CORE ACTIVITY:

Students role play scenarios involving the use of alcohol by different family members.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, feeling responsible, decision-making.
OTHER:

ACTIVITY:

Students role play scenarios in which a "member of their family" is a problem drinker and students must decide how to cope with him. Sample role profiles appear on the next page. Students should be encouraged to create their own scenarios and role profiles.

After each role play, non-participants suggest what they would have said and done had they been participants. Participants discuss the feelings they had while role playing.

After role plays, teacher lists on board ways students responded to each problem drinker. Class discussion is then held on which responses students and teacher feel are most constructive and why.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write a "Manual on how to cope with a Problem Drinker in the Family."
- Students respond to written and/or oral questions on how to handle problem drinkers in one's family.

SAMPLE ROLE PROFILES

Student

You've invited your best friend to come home with you after school. You and your friend go in the house and find your father drunk on the kitchen floor. He starts yelling and mumbling, but he's not making any sense. He's been doing this a lot lately, since he lost his job last month. What do you do with your father and what do you say to your friend?

(Create similar role profile for friend: Your best friend has invited you to his home after school, etc.)

Problem Drinker

You are a grownup who lost his job last month, and you've been so upset at being unable to support your family that you've been drinking quite a bit. A couple of times your children have found you completely drunk. You've tried to get jobs, but there just aren't any around. You got really drunk this afternoon when you spent all morning trying to find a job, and one of your children has just come home with a friend and found you on the floor. You feel ashamed but you're so miserable you don't really care who's found you. How do you react when the child comes in?

Student

Your mother has been asked to meet with your teacher and guidance counselor, but now she tells you she's not going because she's been drinking all day and doesn't feel well. She tells you to go to the school and tell the teacher that she has visitors and won't be able to make the meeting. This is the third time she's cancelled her appointment. You really want her to talk to your teacher, because you feel the teacher has been unfair in giving you poor grades. You may have to stay back if the grades aren't changed. What do you do?

Problem Drinker

You are a grownup who has been drinking heavily for several months now, and you feel this is none of your child's business. You know what you're doing, and you can quit drinking any time you want. You are supposed to meet with your child's teacher and the guidance department about him (her) poor grades but you just don't feel up to it today. So you tell you child to tell them you have visitors and can't make the meeting. This is the third time you've cancelled it.

SAMPLE ROLE PROFILES

Student

Your older brother came back from four years in the Army about two months ago. He got pretty "shook up" by his Army time and is still very nervous and tense. He's been hanging around the house doing a lot of heavy drinking. This afternoon he got drunk and broke your new transistor radio. You have just come home from school and found it on the kitchen table smashed. He is sitting drunk on a chair. What do you do?

Problem Drinker

You came back from four years in the Army two months ago. You really haven't been able to settle down to a job because you had an upsetting time in the service. At times you've been doing some drinking, because it helps you relax and forget the Army and your problems. Today you did some drinking and broke your kid brother's new transistor radio by mistake. You like him and feel bad, but you're not going to let *him* chew you out for it. After all, if it hadn't been for the Army you wouldn't have been drinking, you feel. Now he's just come in.

New role profiles can be created by varying:

- the relationship between the student and the problem drinker
- the reason the problem drinker drinks, how much he drinks, and what effect his drinking has on the student
- the problem drinker's attitude.

REFERENCE #: 1
ACTIVITY #: 85
CONTENT REFERENCE: 211-213
TOPIC: Interpersonal: general
CLASS TIME: 1-1½ periods
METHOD: Drama: role play

CORE ACTIVITY:

Students role play scene in which a minor tries to persuade an adult to buy alcohol for him.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Feeling responsible, influencing, decision-making.

OTHER:

ACTIVITY:

Students role play an adult or older (-looking) student being asked by a minor to buy alcohol. Sample role profiles can be found on the next page. After each role play participants read their role profiles to class and then discuss the feelings they had while role playing. Non-participants discuss what they would have said and done had they been involved. Class should be encouraged to write its own scenarios and role profiles.

After completion of role plays, teacher lists on blackboard the actions and methods used by the role players in responding to the minor. Students then break into small groups and are given written instructions to:

> Discuss and record the best course of action for each scenario and why. (½-1 class)

Groups report results to class and respond to questions and comments from class and teacher. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.

EVALUATION METHODS:

- Students write section of a "Guidebook for Adults" on how adults should handle minors who ask them for alcohol.

SAMPLE ROLE PROFILES

Minor

You are a 15-year-old (girl or boy) and you want to celebrate your boy (girl) friend's birthday by sharing a bottle of champagne. You have just been refused service in a package store. Walking out a kindly looking man who watched as you were refused holds the door for you. He had been buying, too. You figure, as you both step out the door, that he might buy for you. You'd even offer him a $1.00 to do it for you if you had to.

Adult

You are a 22-year-old married man buying some beer for a party you're having tonight. You've been watching a young boy (girl) being refused service because he (she) is too young. You hold the door open for him (her) as you both walk out.

Minor

You are 15 years old and you've promised your two friends you'll get a case of beer so you can go drinking in the park on Friday night (tonight). You've gone drinking before but you've never been the one to supply the beer. Your older brother is away for the weekend or you'd ask him (you really aren't sure he'd get it for you). So you figure his best friend might buy for you, especially if you offer him a few free cans.

Adult

Your best friend's 15-year-old brother is walking over to you. You don't know him too well but you do know that his parents are pretty strict about things. You are lounging around bored and broke in front of the ice cream shop because your best friend has gone away for the weekend. You yourself like drinking beer and getting drunk once in awhile.

New role profiles can be created by varying:

- the age and sex of the participants
- the relationship between the participants
- the kind of alcohol the minor wants and the reasons he wants it.

REFERENCE #: 1
CONTENT REFERENCE: 227-228, 238
CLASS TIME: ½ period

ACTIVITY #: 86
TOPIC: Interpersonal: general
METHOD: Lecture

CORE ACTIVITY:

One or more guest speakers from Alateen describes his experiences with a problem drinker in the family.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, empathizing.
OTHER:

ACTIVITY:

Teacher arranges to have one or more members of a local Alateen chapter come to the class to discuss their experiences with an alcoholic family member.

Students write questions to ask Alateen member(s) prior to class. Sample questions include:

- What do you do when your parent is drunk?
- What do you do at Alateen meetings? How do they help?
- What should kids do for friends who have alcoholic parents?
- Do other kids make fun of you? How do you handle them?
- What do your parents think about your being in Alateen?

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- A small group of students can arrange to attend a local Alateen meeting.
- Activity #82 involves a discussion of how to cope with a family member who is a problem drinker.

EVALUATION METHODS:

- Students write a "day in the life" of a child with an alcoholic parent.
- Students role play an Alateen meeting.
- Students respond to teacher's oral questions about Alateen.

REFERENCE # 1
ACTIVITY # 87
CONTENT REFERENCE 211-213
TOPIC Interpersonal: general
CLASS TIME 1-1½ periods, plus OCT
METHOD Reading

CORE ACTIVITY:

Students read and discuss fictional accounts of interpersonal situations involving alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Reading, evaluating, influencing.

OTHER: Activity is a good evaluation of learnings about interpersonal situations involving alcohol use. It is also a good introductory Activity for a unit on interpersonal alcohol situations.

ACTIVITY:

Students read one or more accounts of interpersonal situations involving alcohol use as depicted in novels. Suggested readings appear on the following page.

Upon completion of reading, students discuss:

- what each of the main characters could have done differently that would have been more constructive than what they did do.
- why these other courses of action might have been more constructive.
- if the characters in one or more of the situations did the most constructive thing, why it was the most constructive thing he could have done (½-1 class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be class discussion.
- The teacher can assign each selection but omit the endings. Each student writes his own ending himself. Students exchange endings and discuss them.

EVALUATION METHODS:

- Students write their own fictional accounts of incidents involving interpersonal relationships where alcohol is involved. Students exchange them and each student analyzes one other student's story along the lines suggested in the Activity above.
- Students role play different endings to one or more of the accounts they read.

Suggested readings from novels about interpersonal situations involving alcohol.

Daly, Maureen, The Seventeenth Summer (Pocket Books). Story about the first love of a 17-year-old girl. On pages 163ff her boyfriend takes her to a Ratskeller where she has a coke. Her boyfriend suggests she try a bottle of beer and she gives in "for fun," even though she feels it is not "ladylike." After her second beer she becomes very talkative and laughs a lot, then sleepy. She feels later on that it was a wonderful evening. Mature reading.

Woody, Regina J., One Day at a Time (Westminster). Story about a thirteen-year-old girl whose mother is an alcoholic. Her mother denies having a drinking problem but eventually drinks herself unconscious and is taken to a hospital. Later the mother has a birthday party for the girl at which she, the mother, gets drunk in front of the girl's friends. Mature reading.

Sherburne, Zoa, Jennifer (Morrow). Story about a girl whose mother is an alcoholic. During the book she learns to cope with this type of family situation. (Hardbound only.) Mature reading.

Miller, Warren, The Cool World (Crest). Novel about a gang of ghetto blacks in New York City and their lives, ending in a gang fight. They drink to get courage to fight. Pp. 148-155. Mature reading. Ghetto dialect.

Twain, Mark, The Adventures of Huckleberry Finn (Bantam). Story of a young boy's adventures on the Mississippi River on a raft in the 1880's. Father is an alcoholic and in one scene he gets the D.T.s. Pp. 13, 19-34. Mature reading.

Summers, James L. The Long Ride Home (Westminster). Story which shows the interpersonal relations between an alcoholic father and his teenage children. (Hardbound only.) Mature reading.

REFERENCE # 1 ACTIVITY # 88
CONTENT REFERENCE 211-213 TOPIC Interpersonal: general
CLASS TIME 1 period, plus OCT METHOD Writing

CORE ACTIVITY:

Students complete unfinished stories focusing on difficulties faced by families with alcohol problems.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, analyzing.
OTHER:

ACTIVITY:

Students complete unfinished dramatic stories on difficulties faced by families with alcohol problems. Each student reads the incomplete stories on the following pages. They are told to write their own conclusions (beginning, middle) to each story (or to two out of three), describing what they believed happened in the omitted portion.

The following class, students break into small groups and each student explains to the rest of his group why he thought the plot evolved as it did.

Class discussion follows on a few representative completions. Each group selects one story which it generally agrees to be the most plausible completion. If no single story emerges in each group to meet this criterion, the group selects one story at random. Discussion focuses on:

- what the various options are that family members can choose from to cope with problem drinking
- attitudes (such as stereotyping) and feelings (such as disgust, fear) expressed in the completions (or in the stories themselves) toward problem-drinker families and problem drinking.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can also be used to discuss student attitudes toward the personal and social consequences of alcohol abuse.
- Students can tape the stories, using actors for the dialogue and also a narrator. Their own completions can then also be taped.
- Member of Al-Anon or Alateen can talk with the class.

EVALUATION METHODS:

- Students complete similar stories which focus on illness (such as heart disease, cancer, paralysis, blindness) or on financial problems (such as bankruptcy and poverty) and thereby explore the special attitudes people have toward alcohol problems. Students discuss it and how they would react differently if the problem was, for example, a father incapacitated by a stroke, who needs money to support his four children, but the oldest son, who could go to work, wants to finish school.

Sample Unfinished Stories

1. Mary was twelve years old and excited to be going home with her new friend Joan for a visit after school. Joan lived in a different part of town and Mary was especially pleased at her new freedom to have friends who did not live in her immediate neighborhood.

There was nothing particularly different about Joan's neighborhood. Neat private homes, with well-kept lawns and bicycles of all sizes out front, looked much like Mary's own street. It was only when they entered Joan's house that Mary felt strange. At first, she wasn't sure why -- Joan hurried into her own room so Mary hardly had a chance to think about it. But as she left, she noticed how disorderly the house was. It looked as if there had been a party there the night before, with full ashtrays around and lots of glasses, dishes all over, and nobody had yet had the chance to clean up.

Mary and Joan saw much of each other at school after that but it wasn't until two weeks later that Mary went home with Joan for a visit again. This time, the house looked the same and Mary began to wonder if it always looked that way. When Joan's mother appeared, Mary realized what was wrong.

Mrs. Johnson was sitting in the kitchen in a bathrobe, her hair unkempt, a short glass in one hand, a cigarette in the other. She snapped, "Who's this?" when she saw Mary. "I thought I told you to clean up here this afternoon." Joan cringed at her mother's bitter shout, flushed in shame when she met Mary's eyes. Mary immediately offered to help Joan clean up and the two girls fled the kitchen, eager to escape Mrs. Johnson.

As they worked, Joan thanked Mary for helping her but she couldn't stay calm. She began to cry and said, "Now, you know. My mother is drunk -- she almost always is." Mary really didn't know what to say. She squeezed Joan's hand but kept on working. When they finished, Mary left for home, telling Joan simply not to be ashamed -- it wasn't her fault.

The next day, Joan didn't appear at school. Mary thought perhaps she stayed away out of shame, perhaps her mother made her stay home to do something for her. She couldn't imagine that Joan would choose to stay home. But when Joan returned the day after, she avoided Mary -- she didn't even say hello as they passed in the hallway.

Mary was so upset by this that she decided to talk to her mother about it. She was shocked at Mrs. Brown's reaction. "It's just as well, my dear," her mother said. "I don't want you getting mixed up with alcoholics anyway. I'm glad you found out now. You have lots of other friends so you don't need this girl Joan."

Disheartened Mary went into her own room to think out the problem. Joan needed her, she was sure, and she wanted to help her, even if Joan found it hard to face her right now. Her own mother was being unsympathetic and she couldn't accept her view. Mary decided she had to follow her own beliefs and went to the telephone to call Joan. She invited Joan over for the next afternoon, and was delighted to learn Joan was willing to come.

Mary had to admit that she was glad her mother had a dentist's appointment the next afternoon because she wouldn't approve of Joan's visit. This way she probably wouldn't even know Joan was there. While this disturbed Mary some, she still decided that she had to stand by her beliefs.

When Mary and Joan walked into Mary's house after school the next afternoon, Mary was surprised to see her mother. She blurted out: "But I thought you had a dentist's appointment!" She instantly regretted what she said because it showed her own guilt over what she was doing and let Joan know as well that Mary had counted on her mother being gone.

(What happens next?)

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2. They were at it again. Mr. and Mrs. Holland were shouting at each other in the playroom downstairs. Stephanie didn't have to be there to know that her mother had a drink in her hand.

That's the way it was these days. Mother would start drinking, then they would start arguing about that and other things. Or sometimes the reverse. An argument would begin and Mother would immediately pour a drink, and then another and then another.

Stephanie was only 10 years old and she really didn't understand how all this had happened. Her parents had always enjoyed drinking and didn't argue about it. They relaxed by the lake all summer while she and her brothers and all their friends swam and played in the water. Then suddenly, they never had fun any more. Her parents fought and fought. For a few weeks, she and her brothers and mother moved in with her grandmother and they didn't see her father at all. Then they moved back. Now mother said they were moving further away to Aunt Josie's house. How they could all live there she didn't know, Aunt Josie only had a small apartment, while Stephanie's own house was beautiful and large -- 10 rooms. She was sure they wouldn't see her father at all if they went to Aunt Josie's house. It seemed so far.

Suddenly, Stephanie heard a crash. She ran downstairs and saw that a window was broken. She couldn't tell who had done it, but she was sure either mother or father had thrown a glass right through it -- it lay broken on the floor, and the rug was all wet from the spill. Dad was on the phone talking to Dr. Mason. The next thing she knew, Stephanie's grandmother was at the house, mother was packing a suitcase and daddy said he was taking mother to the hospital for a while until she got better.

Stephanie cried. She didn't know mother was ill. She didn't know what was happening. She feared her mother might not return.

It was outside the next day that Stephanie heard a group of neighbors talking. "She's really turned into an alcoholic," one said. "They put her in to dry her out. Things were getting pretty violent, you know, what with breaking windows and all." "Yes," said another. "It's such a pity too. They can afford anything money can buy but what's the good? And the poor children. They're the ones who always suffer. You'd think a woman wouldn't lose control of herself when she has four children to care for."

Stephanie was stunned. She knew her parents argued about drinking but she didn't think her mother was an alcoholic. She was ashamed and began to hate her mother and fear her return.

For the next several days, the house was quiet and peaceful although sad. Dad wasn't around much but grandmother took care of Stephanie and her brothers and they went to school as usual. But when Saturday came, Dad said he was going to get mother and bring her home.

(What happens in between?)

That night, Stephanie cried herself to sleep. She had apologized to her mother for what she had said. Her father forced her to. But she really wasn't sorry -- she still believed what the neighbors had said. Her mother was an alcoholic. How could she know whether she was cured at the hospital?

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3. How did the following situation come about?

Mrs. Smith was on the phone with her husband. "Thank heavens, John was smart enough to walk home from the game. Bob went with Jim and his father and now they're all in the hospital."

"No, we're not sure yet except we don't think the boys are seriously hurt. Mr. Bronson may be. He took the impact of the steering wheel."

"Jim's feeling very bad -- even a bit guilty but he tried to warn Bob not to go." "Yes, he had a bottle with him at the ball park. Isn't that illegal? Anyway, he got away with it. But now they're all paying the price."

"I can't do that. John likes Jim very much. I can't forbid him to see him. And you see he has the sense to avoid Jim's father. Well, OK, we'll talk about it more later. Bye."

REFERENCE # 1
CONTENT REFERENCE 211-213
CLASS TIME ½-1 period

TOPIC Interpersonal: general
METHOD Writing

CORE ACTIVITY:

Students complete unfinished stories by writing in the omitted part and thereby resolving an interpersonal alcohol dilemma.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, influencing, evaluating.

OTHER: Activity is a good evaluation of what students have learned about interpersonal situations involving alcohol.

ACTIVITY:

Students are given unfinished stories that lack beginnings, middles or ends and write the missing parts. Sample stories appear on the following pages. Students should be told that there are no "right" or "wrong" beginnings, middles or ends. They are to fill in the missing parts as they wish, making sure, however, to be as realistic as possible. This does not mean always writing what would most likely have happened but what certainly could have happened.

Upon completion, class breaks down into small groups and is given written instructions to:

1. Read each others' stories.
2. Compare your endings, beginnings or middles and explain to each other why you wrote what you did.
3. Discuss and record what each section should have been if your only reason in writing it were to show the best way to handle the problem.

Groups report conclusions to class and respond to questions and comments from class and teacher. (½-1 period)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Writing can be done as homework or in class.
- Discussion portion can be a class discussion.
- Students can write the stories and leave appropriate sections missing for other students to fill in.

EVALUATION METHODS:

- Each student writes a story and omits a section. Each student completes one other student's story. To the satisfaction of the two students involved and the teacher.

1. This is the beginning of a story. Write how it ends.

Billy Stone and Jeff White had been best friends ever since they began Cub Scouts together, back in 2nd grade. They had worked with each other on badges, taken swimming lessons together and tomorrow were both going to try out for Little League.

Billy asked his folks if Jeff could sleep over, so they could go to tryouts together.

"It's O.K. with us, Billy, if Jeff's parents agree," said Bill's mother. "But Daddy and I are going out to dinner, so be sure to tell Mrs. White that you'll have a sitter here."

The Whites agreed, and Jeff came to Bill's house, with his suitcase and baseball gear. After dinner, they watched TV for a while, but there was nothing good on.

"What do you want to do now, Jeff?" asked Billy.

"I don't know. How about Monopoly or cards?" Jeff answered.

"I hate playing cards, and Monopoly's no good with just two players," said Bill.

"What about your sitter?" Jeff replied. "Maybe she'll play with us, or think of something."

"Oh, she's just going to spend the whole time fixing her nails and talking on the phone," Bill said. "She never wants to do anything."

The boys decided to get a snack and talk in bed.

"It'll be a good idea to get rested before tryouts anyway," they decided.

When they looked in the refrigerator for something to eat, Jeff saw some bottles of beer.

"Ever try any?" has asked.

"Heck, no!" said Bill. "My folks don't let me."

"Let's just open one to see what it's like," Jeff suggested.

"I don't know. I don't think so. We'd better not," Bill said nervously.

"They'll never know. There must be a dozen in there. You're not scared, are you?" Jeff teased.

"No!" Bill cried. "I'm not."

The beer was awful, but neither boy wanted to admit it. They were so tired after each having a whole bottle that they just dumped the empty containers on the floor between their beds and went to sleep.

FINISH THE STORY

2. The following is the middle of a story. How did it come about? How will it end?

"Bill, the next time I catch you doing this you'll be grounded for a month, and I mean it. Don't think that because I'm taking away your allowance for a week that I won't really punish you if you do THAT again. Now go to your room and straight to bed. No, wait, here comes your father.

"Joe, do you know what Bill did today!?"

3. This is the end of a story. How did it come about?

"Aw, he's just chicken. He wouldn't drink milk if someone told him it could make you feel good. I always figured that when the chips were down he'd back out. Pass me another can, will you Jack."

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: ¼-½ period

ACTIVITY #: 90
TOPIC: Interpersonal: general
METHOD: Writing

CORE ACTIVITY:

Students take written quiz on interpersonal situations involving alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking behavior of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER: Activity should be supplemented by other types of evaluations. Activity is useful as a pre-test and/or post-test.

ACTIVITY:

Students write answers to short answer questions on interpersonal situations involving alcohol use. Sample questions appear on the following page.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students, individually or in small groups, create their own questions and other students answer them.

EVALUATION METHODS:

- Not applicable.

Sample essay question evaluations of interpersonal situations involving alcohol use.

1. If you had a son and a daughter your age, what rules, if any, would you make for their drinking behavior and why?

2. If you had a son and a daughter your age, and you caught them (a) driving when drunk and (b) riding with a drunk driver, what, if anything, would you do? Why?

3. What are the best methods for coping with pressures from friends to drink too much or drink when you don't want to? Why?

4. Why do people pressure others to drink? Which of these reasons are all right and which are not for pressuring other people? Why?

5. Have you actually used anything that you learned in the course of your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

REFERENCE #: 1
CONTENT REFERENCE: NA
CLASS TIME: ¼-½ period

ACTIVITY # 91
TOPIC: Interpersonal: general
METHOD: Writing

CORE ACTIVITY:

Teacher and students evaluate student attitudes toward interpersonal situations involving alcohol.

OBJECTIVE:

Activity is designed to reveal student attitudes toward interpersonal situations involving alcohol.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing.

OTHER: Activity is useful as a pre-test and/or post-test to evaluate before a course what attitudes need changing and whether attitudes have changed after the course.

ACTIVITY:

Students answer questions designed to diagnose their attitudes toward interpersonal situations involving alcohol use. Sample questions appear on the following page.

Attitude tests should be anonymously answered to allow students to feel free to express their real feelings. Students should be told in advance that there are no right or wrong answers.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students create their own attitude questions either individually or in small groups and other students answer them.

EVALUATION METHODS:

- Not applicable.

A. Essay

1. Have you actually used anything that you learned in the course in your private life? Did you, for example, make any decisions that were influenced in any way by something you learned in the course? If so, what? If not, why do you think you have not?

B. Short Answer

1. Answer the following letter:

   Dear Abby,
   My older brother has been drinking heavily and then driving his car. What, if anything, should I do?

2. Answer the following letter:

   Dear Abby,
   My mother drinks cocktails all afternoon and then hits my baby brother when he cries. What should I do?

3. Parents should allow their children to drink as much as they want once they turn:

   11 12 13 14 15 16 17 18 19 20 21

C. Agree-Unsure-Disagree

1. If my older brother is about to drive when he's drunk, that's his business, not mine.
2. There's nothing wrong with someone buying alcohol for a teenager over 14 years old.
3. There's nothing wrong with someone buying alcohol for a teenager, as long as they know each other.

REFERENCE #: 2-1
CONTENT REFERENCE: 211-213
CLASS TIME: 2-3 periods

ACTIVITY #: 92
TOPIC: Interpersonal: parents
METHOD: Art: mobile

CORE ACTIVITY:

Students develop a collage or mobile depicting parents' reactions to discovering their son or daughter drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Describing, analyzing.

OTHER: Teacher will need to supply magazines, poster paper, thread, needles, scissors, glue, tape and 3X5 and 5X7 cards. Activity is a good evaluation of what students have learned about interpersonal alcohol situations.

ACTIVITY:

Students are given the following scenario:

> A classmate of yours stayed home sick from school one day last week while his (her) parents went to work. Since he (she) was bored and curious, he (she) took two beers from the refrigerator and had drunk most of them when his (her) parents suddenly came home early because they wanted to surprise him (her) with a gift because he (she) was sick. They instead found him (her) with the beer.

Students are instructed to find one or more pictures in magazines that depict in facial expressions and other aspects of what the parents' reaction to the situation might be. Students then paste each picture onto a 3X5 or 5X7 card. (½-1 period)

Students break into small groups and are given written instructions to:

1. Pass around your cards, one by one. For each card, have the student tell what he thinks the person in the picture is feeling on discovering his or her child.
2. Does the student who cut out the picture agree that that is what the parent is feeling? (over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Teacher and/or students invite parents (other than parents of those students in the class) to class to explain how they would feel in this situation and why and to compare their reactions with those expressed in the collages and mobiles.

EVALUATION METHODS:

- Students are given a new scenario and write or orally describe what the possible parental reactions might be and which ones they feel are appropriate and why.
- Students respond to written and/or oral questions about parental reactions to catching their youngsters drinking.

ACTIVITY (CONT'D):

3. Discuss what you think the parents should be feeling and write these feelings down.
4. Discuss what, if anything, you think the parents, should do after they've discovered their child drinking.
5. Write down what you think they should do, if anything.
6. Why should they do this? Write down why you feel they should do that. (½ period)

Each group then creates a collage and/or mobile using their pictures. (1-1½ periods)

REFERENCE # 1 ACTIVITY # 93

CONTENT REFERENCE 211-213 TOPIC Interpersonal: parents

CLASS TIME 1 period METHOD Discussion

CORE ACTIVITY:

Students discuss what they would do if they, as parents, found a son or daughter their age drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision making, feeling responsible.

OTHER:

ACTIVITY:

Students write response to one or more scenarios in which, as parents, they find their teenage son or daughter drunk or "high." Sample scenarios appear on the next page.

The following class, students break into small groups and are given written instructions to discuss the best course of action the parent could take in each scenario and why.

Groups report conclusions to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Students can invite parents to class to discuss how they would respond to the scenarios.

EVALUATION METHODS:

- Students role play or write the dialogue to one or more of the scenarios.
- Students write a "Handbook for Parents" on how to handle their children if they find them drinking.

SAMPLE SCENARIOS

You are the parent of a 16-year-old son. He has just come home from a party at the house of a friend whose parents were gone for the weekend. The "host" supplied all the kids with drinks from his parents' liquor cabinet. Your son had about 2-3 beers and is a little tipsy. What, if anything, do you do? Why?

You are the parent of a 15-year-old daughter. She has just returned from what you had thought was a movie with her girl friend, but you smell beer on her breath and finally she tells you she and her friends stopped in the park on the way home and had some beer with three older boys from school. She says she had only a few sips. What, if anything, do you do? Why?

A neighbor has tipped you off that your 14-year-old son is drinking in the park with a couple of friends. You drive down and find him drinking beer with his friends. What, if anything, do you do? Why?

Your 17-year-old son has been a dinner guest at his friends' home. He tells you that they served wine at dinner and cocktails before, and their children always participate, so he did too. What, if anything, will you tell him?

New scenarios can be created by varying:

- why and under what circumstances the drinker drinks
- the ages and sex of the parents and children
- how much the drinker drank and how he's behaving as a result.

In these scenarios, teacher can add variable that son or daughter knows that parent(s) did similar things when they were kids.

REFERENCE # 1
CONTENT REFERENCE 211-213
CLASS TIME 1 period

ACTIVITY # 94
TOPIC Interpersonal: parent
METHOD Discussion

CORE ACTIVITY:

Students discuss what restrictions they would set for their children on alcohol use and why.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.

OTHER: Activity is a good evaluation of learnings about interpersonal situations involving alcohol use.

ACTIVITY:

Prior to this class students are given a sheet instructing them to set rules for a teenage son or daughter regarding alcohol use, for example:

> You are the parent of a son and daughter your age. What rules, if any, regarding their use of alcohol will you set? You may want to consider:

	son	daughter	when	amount	type	penalty for disobeying
• drink at home?						
• outside home?						
• drive after drinking						
• buy liquor?						
• serve liquor to friends?						

Students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Discuss and record the best rule and penalty for each issue.

Groups report results to class and respond to comments and questions from class and teacher.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or written homework assignment.
- Class can role play parents of youngsters and "defend" their rules.

EVALUATION METHODS:

- Students invite older students to their class or small group and defend their rules. To the satisfaction of the older student and the teacher.

- Students write the dialogue to scenarios in which a son or daughter "argues" over alcohol rules with his parent(s).

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: 1½ periods

ACTIVITY # 95
TOPIC: Interpersonal: parent
METHOD: Discussion

CORE ACTIVITY:

Students invite parents to class to discuss their rules for their children in areas of alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Evaluating, influencing.

OTHER: Administration permission may be desirable. Activity #93 and #94 on parental rules are good activities to precede this one with.

ACTIVITY:

The teacher and students select parents to invite to class. Parents of students in the class are excluded to avoid embarrassment. Parents with a range of different attitudes are desirable.

Next, students and teacher decide the format for the class. One approach is to have the parents state their views, one by one, and then respond to questions from students and teacher. Or one or two parents can meet with small groups of students for discussion. In either case, students should be instructed in advance to politely probe parents for the reasons for their positions.

Finally, parents are invited and given a precise account of why they are being invited and what will be expected of them. Invitations can be extended by students, teacher, or both.

The class or small groups should then write a list of questions, based on Activity #94, they plan to ask the parents or draw up a list of scenarios that ask them what they would do in each situation. (1 class)

After the class, written or telephoned thanks should be extended to the parents. Class discusses parents' views. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Parents can discuss what they would do and why if they found their child drinking or drunk, distinguishing age and sex of child.
- Activity #98 involves role playing parents who find their children drinking.

EVALUATION METHODS:

- Students role play or write the dialogue to scenarios in which "parents" discuss with "students" rules for their youngsters' use of alcohol.

REFERENCE # 1 ACTIVITY # 96

CONTENT REFERENCE 211-213 TOPIC Interpersonal: parents

CLASS TIME 2-2½ periods METHOD Discussion

CORE ACTIVITY:

Students discuss and evaluate with older students limits on alcohol use by minors.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Activity #94 on rules for alcohol use by minors should be completed prior to this Activity. Administration permission may be needed for this Activity as well as that of parents of younger students involved.

ACTIVITY:

Students break into small groups and agree on rules for alcohol use for girls and boys three years younger than themselves. (See Activity #94 for procedure.) (1 class)

Each small group then decides on two older boys and two girls it would like to invite to class to discuss their rules with. Older brothers and sisters are excluded to avoid embarrassment. Articulate youngsters should be selected.

The teacher and/or students contact these students to provisionally invite them and then the teacher contacts their parents for permission.

The invited students meet with the small groups of four and respond to the younger students' rules. The group tries to come to an amicable agreement. (½-1 class)

The next class, the groups report their results to the class and respond to questions and comments from class and teacher. Groups should comment on extent to which the older students disagreed among themselves about rules. (½ class)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.

EVALUATION METHODS:

- Students role play or write the dialogue to a scenario in which two students of different ages "discuss" what drinking rules they should be guided by.

REFERENCE # 1
CONTENT REFERENCE 211-213
CLASS TIME 1 period

ACTIVITY # 97
TOPIC Interpersonal: parents
METHOD Drama: role play

CORE ACTIVITY:

Students role play parents and children concerned about son or daughter's friendship with a child of a problem drinker.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior. in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Empathizing, analyzing, decision-making.
OTHER:

ACTIVITY:

Students role play parents and children in an effort to resolve a disagreement about the child's friendship with the son (daughter) of an alcoholic. Students break into pairs and each pair is given the role profile (parent, child) on the following page. Each pair role plays their own discussion. The teacher circulates around the class, listening in on the various pairs and stimulating the discussion where necessary.

When pairs have arrived at a solution or deadlock, the role plays end. Each pair announces their solution to the class or explains their failure to come to one. One pair volunteers to role play again, for the class, how they arrived at a satisfactory conclusion. (The teacher may also want to have a pair role play how they arrived at a deadlock.) Discussion follows on alternative solutions to the situation just role played that might satisfy both parent and child.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

EVALUATION METHODS:

- Students write stories around the similar parent-child conflicts but omit the endings. Students exchange stories and each student writes the ending to one other student's story. Endings illustrate solutions to the conflict that satisfy both parent(s) and child as much as possible. To the satisfaction of the author and the teacher.

SAMPLE ROLE PROFILES

Parent

Your daughter has started dating Jack Doe and seems to be growing quite fond of him. You are terribly concerned about this because Jack's father and older brother are both alcoholics. Mr. Doe has been to the hospital more than once to "dry out"--and the oldest son seems to be following in his footsteps. You feel Jack will probably end the same way, since you know that half of all alcoholics had an alcoholic mother or father. You've met Jack a few times when he's come to pick up your daughter, and haven't particularly liked him. He seems defensive--like someone at any moment is going to start talking about his brother or father.

Just now your daughter comes in an hour late from a date with Jack. As you are about to chide her for being late (after all, it's after midnight) you notice her eyes are a little watery and you smell beer on her breath! This looks like just the chance you've been waiting for to forbid her from seeing Jack any more.

Daughter

For several weeks now you have been dating Jack Doe, a classmate at school. You know that his father and older brother are alcoholics, but you feel Jack is different. Sure, he drinks, but no more than any other red-blooded boy his age. Besides, he's really nice and he needs someone like you who will treat him with respect. Most other girls won't go near him, like he had a disease.

Just now you've come home from a late date with him. You went to the movies with another couple and after the show the other couple suggested going over to the guy's house because his parents were away for the weekend. So you all went over and the other couple opened up a couple of cans of beer and invited you and Jack to have some too. Whenever you've been with Jack in the past and there's been beer around (like at the spring picnic three weeks ago) you've never drunk, while Jack had a few beers--enough to get a little high, but no more. But after the party or picnic, Jack complained that by not drinking you made him feel like he was doing something wrong, so he couldn't really enjoy himself.

So tonight when the other couple brought out the beer you decided to make Jack feel comfortable and had one yourself. It made you feel very relaxed, even though you didn't like the taste particularly. So you had half of another can, too.

Now you're home and, sure enough, there's your father (mother) who's waited up and is probably going to notice you've been drinking and cause a scene. You try to avoid walking too close to him (her) ....

SAMPLE ROLE PROFILES

Parent

Whenever you pick up your son from Little League practice or games you see him talking with Richard Smith, another player. The few times you've come early, you've noticed that they sit together on the bench and, during practice, talk together as they catch fly balls. Richard's father, old Joe Smith, is, as everyone in the town knows, an alcoholic. Every few months he and his wife have a terrific fight that's heard all over their neighborhood. One of the guys (girls) at the office lives next door to the Smiths and fills you in on all the gory details. You've never met Richard, but you know that his two older brothers have already been in a lot of trouble--one on drugs, the other caught shoplifting. You're afraid your son may get some bad ideas from Richard and he never tells you what he and Dick have talked about, even though you've tried to find out. You've been meaning to warn your son about Dick but haven't quite known how to go about it. Above all, you don't want their friendship to grow into something more serious. It's dinner-time now and you and your wife (husband) are at the table with your son and daughter.

Son

While playing Little League baseball, you have become friendly with Richard Smith, another outfielder. He's really a great kid and an excellent ball player. He tells really funny stories about some of the wild parties he heard about from his older brothers and other exploits they have been in. You know from gossip that Richard's father is a drunk, but you don't see why that has anything to do with your relationship with Richard. If anything, it makes Richard seem a little more interesting to you, since your father is a very quiet man. You wonder what it's like having a father who gets drunk and fights with his wife.

Yesterday during the game, Richard told you his father was going to take him to the Boston Red Sox (teacher inserts name of local team) game and invited you to join them. You don't usually get a chance to go to a big league game and you want desperately to do. Secretly, you're very curious to meet Richard's father, too.

It's dinner-time now at your home and you figure you had better tell your parents about where you're going on Saturday.

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: ½-1 period

ACTIVITY #: 98
TOPIC: Interpersonal: parents
METHOD: Drama: role play

CORE ACTIVITY:

Students role play parents who find their son or daughter drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Decision-making, feeling responsible, empathizing.

OTHER: Activity is a good evaluation of what students have learned about interpersonal alcohol situations.

ACTIVITY:

Students role play scenarios in which parents catch their son or daughter drinking. Sample role profiles are on the next page. In addition, students should be encouraged to create their own role profiles.

After each role play, participants read their role profiles and discuss what feelings they had while role playing. Non-participants discuss what they might have said and done had they been involved.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #94 involves a discussion of this issue; Activity #95 involves parents discussing the issue with the class.

EVALUATION METHODS:

- Students write a section for a "Handbook for Parents" on how to handle their children if they catch them drinking.
- Students write letters to "Dear Abby" in which they pretend they are parents who have caught their children drinking and are asking for advice on how to respond. Each student acts as "Abby" and writes a letter of advice back to one "parent's" letter. To the satisfaction of the "letter writer" and the teacher.

SAMPLE ROLE PROFILES

Parent

You have just caught your 11-year-old son in the park at 7:30 p.m. drinking beer with two friends. A neighbor called you to let you know about it. At home you've permitted him to drink a ½ glass of wine on occasion, but that's all. You get out of your car and walk over to him. What, if anything, do you say and/or do?

Son or Daughter

Your parents have allowed you to drink a ½ glass of wine on occasion, but you wanted to see what it's like to drink a few beers. A friend of yours got some beer from his older brother and you've been sitting in the park drinking after dinner. You're working on your third beer and feeling very silly and giggly. All of a sudden, your father walks up to you. What, if anything, do you say or do?

Parent

Your 11-year-old daughter has just returned from what you thought was a movie, but you smell beer on her breath and she seems a little silly as she starts to tell you about the movie. You've let her drink a little wine on holidays since she turned 10, but that's all. What, if anything, do you say or do?

Son or Daughter

You've just returned from having gone to the movies with two friends. On the way home through the park you ran into some guys, classmates, drinking beer. They offered you some, so you all stayed for 15-20 minutes drinking beer. You had close to a can. Now that you're home, you start to tell your father what the movie was like so he won't suspect you were drinking.

New scenarios can be created by varying:

- the age and sex of the child
- the reasons and circumstances under which he was drinking
- how much he drank and how he behaves as a result
- who is present (mother, father, brother, etc.) when youth is found
- son's or daughter's knowledge that one or both parents did similar things when *they* were young.

REFERENCE #: 1 ACTIVITY # 99

CONTENT REFERENCE: 211-213 TOPIC: Interpersonal: parents

CLASS TIME: 1-1½ periods METHOD: Drama: role play

CORE ACTIVITY:

Students role play the "trial" of a youngster found drinking.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible, empathizing.

OTHER:

ACTIVITY:

Students role play the "trial" of a youngster caught drinking by his parents. By assuming the roles of parents, peers, siblings and other family members, students explored the attitudes of different types of people in the situation and attempt to resolve it to everyone's satisfaction. Students are given a list of characters involved and the scenario. (See following pages.)

Students are given the following written instructions:

> Read carefully the scenario you have been given. Then read the list of parts and decide which one(s) you would like to play. The objective or point of the role play you will be involved in is to (a) decide what, if anything, should be done to Dick, and (b) decide what rules, if any, should be made for his future behavior so that conflict is avoided among family members if this should ever happen again.
>
> After you have selected a part, you will be given a role to play: a person to pretend you are. You may add as much as you want to his character and behavior as long as it falls within the type of person he basically is.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can run the "trial" at home with parents and friends.

EVALUATION METHODS:

- Class breaks into small groups and each group establishes rules for Dick's future behavior. To the satisfaction of the role play group and the teacher.
- Students write letters to "Dear Abby" in which they pretend they are parents who have caught a son in Dick's position and are asking advice on how to react. Each student writes a letter in response, as if he were Abby. To the satisfaction of the "letter writer" and the teacher.

ACTIVITY (CONT'D):

Students not directly involved as role players in the trial act as "reporters" who will write articles for the school and/or community newspapers.

Upon completion of role play, students discuss how they might have acted had they been role playing. Participants discuss feelings they experienced while role playing.

Scenario

Dick Smith is 12 years old and in the sixth grade. He has many friends in his grade -- most of them look forward to attending the new junior high school next year. A few of his friends are already there. Mostly through playing baseball and hockey after school, Dick became friendly with a group of older students, a year ahead of him, and has stayed in touch with them although he sees them less now that they are in junior high.

It was through them that Dick got into his present dilemma. Some of Dick's friends, feeling quite grown up when they started the new school, began to explore new activities. Most had acquired new privileges -- increased allowances, later hours at parties, more freedom to travel downtown. But they took it upon themselves to find out what liquor was all about.

Dick was flattered to be invited to Peter's party -- it made him feel grown-up to be included. There were only six guys there last Friday night but they all seemed to have one thing in mind -- to taste as many alcoholic beverages as possible! Peter's parents, of course, were out for the evening so they had the run of the house and freely explored Peter's Dad's liquor cabinet.

Dick went along with them. He tasted beer and several kinds of whiskey. It all tasted pretty awful but it was interesting to try first-hand what it was that turned adults on. Before long, Dick felt bad. He was dizzy and sick to his stomach and was glad to leave the party when it was late enough that he didn't look like a cop-out. Luckily, he only lived a block away. The walk home -- the fresh air -- did him good. But when he entered his own house, he felt worse than ever. He was sick. He dashed into the bathroom and threw up.

Mr. and Mrs. Smith guessed what had happened and Dick didn't try to deny it. "Yeah, I was drinking," he admitted. They were concerned and angry but nobody blew up. Instead, Dick's father suggested they have a "trial." Dick could invite whomever of his friends he chose. Mr. and Mrs. Smith would preside, and they would include Dick's older brother and younger sister, his grandparents and perhaps an aunt and uncle. Although Mr. and Mrs. Smith would have the last word, together they would discuss and decide whether and how Dick would be punished and what would be expected of him in the future.

Roles

Dick
Mr. Smith
Mrs. Smith
Mr. and Mrs. Brown
  (Mrs. Smith's parents)
John Smith, 15, Dick's brother)

Joan Smith, 10, (Dick's sister)

Peter (Dick's older friends,
Lou present at the party)

Steve (Dick's friends, also 12,
Gene not present at the party)

Rules and Goals

1. Your first goal in this role play is to decide whether Dick should be punished for drinking and, if so, in what fashion.

2. On this, Dick's parents, Mr. and Mrs. Smith make the final decision, but all players may state their opinions.

3. Your second goal is to develop a written list of rules for Dick's future behavior and use of alcohol. All players must contribute but Dick and his parents must agree for the list to become final.

4. Class "reporters" (all those who do not have a direct role in the trial) should take notes to be able to report on the progress of the trial. Some of these reports will be directed at foreign newspapers so be prepared to include background information on attitudes toward drinking in the U.S.

Roles

Dick

You didn't really like drinking anyway and wouldn't choose to do so again in the near future. You would consider some punishment fair -- but will argue against anything really severe, like no allowance for a month, or having to stay in for a weekend, as too extreme for what you did. You'd prefer not to admit that you thought the liquor itself was awful and that you were glad to leave since you feel this would cause your older friends to think of you as a child. If your older brother doesn't side with you in the trial, you are ready to tell your parents he has drunk beer at parties.

Mr. Smith, Dick's father

You were angry at Dick's getting drunk -- after all, he's only 12. You have some sympathy because you remember what it was like to be a young boy and you suspect that Dick got dragged into something by his older friends. But still you feel you must put your foot down now or Dick, like any youngster, might get the idea he can go off and do irresponsible things like getting drunk. You'll take a hard line at first but are willing to ease up on punishment now in favor of a set of strict rules for the future.

Mrs. Smith, Dick's mother

You were quite upset to see your son drunk. The picture of him sick from liquor -- and so young -- really makes you angry all over again. You certainly don't want him involved in liquor now or ever -- a drinking man is something you can't stand. You think Dick is a good kid but expect him to take his punishment now for wrong-doing and follow a strict set of rules in the future as well. You don't think he ought to go with the older kids again because he might get dragged in again. He's got to learn to resist situations like that -- just because somebody else does something wrong doesn't mean you have to follow. You might soften up a bit, depending on what Mr. Smith thinks.

Mr. Brown, Dick's grandfather

You think drinking is a terrible thing. Why, in your day, liquor was illegal -- you couldn't buy it anywhere. And that was just as well. Now that liquor is so easily available, it's no wonder the kids get into trouble. It's hardly Dick's fault. Still, you think he should take his punishment now and learn the evils of alcohol early. That will protect him in the future.

Mrs. Brown, Dick's grandmother

You agree with your husband that liquor is a terrible thing and you certainly think it would be better if alcohol were illegal. Still, you love your grandson and don't think he meant much harm by what he did, even though it was a wrong thing to do. You don't want to see him punished too severely -- life is short enough that you want him to enjoy it. He should learn what's right but you have faith in him -- it won't take a lot of punishment to get the message across.

John Smith, 15, Dick's brother

You've tried drinking too- but you didn't get sick and you didn't get caught and you weren't 12! You only tried it about 6 months ago, and actually didn't like it much anyway. You don't want to admit in front of your family that you've tried liquor so you hope they don't hold you up as any example. Still, you think 12 is terribly young -- why you wouldn't have considered it at 12 -- and you feel Dick should be punished for what he did. He gets away with too much as it is. Still he's not a bad kid and you wouldn't want to see your parents gang up on him. Besides, you're afraid he'll squeal on you to your parents and tell them you have drunk, too.

You don't have too much to say about Dick's dilemma. You're sorry he got into trouble -- you wouldn't want your parents to limit your partygoing too just because Dick did something stupid. If he gets punished -- well, that's only fair. After all, he did do something wrong. But you'd hate to think that he'd be punished a lot -- then you might be too if you do anything wrong.

Peter

You're sure glad you're not in Dick's shoes. You didn't get caught -- probably because you didn't get so sick. Dick's just a younger kid and not ready for as much as you are. You don't want to encourage his getting punished -- that would be like saying you should be punished too. But you'll probably be more careful about having younger kids join in your parties from now on. You don't want to turn your back on Dick but you're pretty sure you wouldn't invite him to a party where you planned to drink.

Lou

Ditto Peter

Steve

You're kind of proud of Dick -- in a way. Not that you think drinking is great, but you look up to him for having tried something you never did. You'd like to try drinking some time too although you have no definite plans about when, except that you don't think you'll wait until 18 just to try it. You hope Dick gets off easy because you feel there's nothing wrong with what he did.

Gene

You think Dick did a dumb thing. You're not interested in drinking -- you'd rather play football. If Dick hadn't gone with older kids, he wouldn't have gotten into trouble. Doesn't he think his own friends are good enough? So you're actually kind of mad -- maybe because you weren't invited too. Still, you can't argue too loud for severe punishment. You basically like Dick and would hate to see him have to stay home and not play ball with you.

Mrs. Sloan (Aunt Eve)

You've raised 3 fine sons of your own and went through the same things with them. Every young boy has to try liquor -- you like a highball yourself every evening -- and it doesn't mean he's a bad kid or headed for trouble. You think he should get off with no punishment, just a warning that "boys will be boys" and not to overdo it, that's all.

Mr. Smith (Uncle Sam)

You don't want your brother to make the same mistake with Dick that you made with your son. You let him get off easy the first time he tried alcohol, and the second, and the third and before you knew it he was drinking too much too soon. He still drinks too much and you have no way to control him. He works part-time so he gets his own money for liquor so you can't stop him that way. You think your brother, Dick's father, should lay down the law now -- otherwise he'll be sorry later.

Reporters

By the end of the trial, you must write a report explaining how the trial progressed and how it was resolved. Explain who argued for severe punishment and who for light, and why. Be sure to include the list of rules about Dick's future behavior and explain how they came about. Make your account of the Trial of Dick Smith as exciting as you can.

Optional activity for non-participants and instructions for them:

Observers

By the end of the trial, you must write a report that tries to explain why any three of the role players argued as they did. For example, why do you think the grandmother wanted only a moderate punishment? Why do you think John Smith doesn't want too strict a punishment either? Do they have the same reasons for their positions?

REFERENCE #: 1
CONTENT REFERENCE: 204-208
CLASS TIME: ½-1 period

ACTIVITY #: 100
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students conduct experiment on group pressure and discuss why peer pressure can be so powerful.

OBJECTIVE:

Students demonstrate knowledge ofand ability to evaluate alternate responses to cope with peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.
OTHER: This is a good introductory Activity for a study of peer group pressure.

ACTIVITY:

Class conducts experiment in which five or more students are told in advance to claim, when asked, that a certain object of about a foot long is between five to seven inches long. It must be fairly obvious that the length estimated by these students is contrary to fact, but not absurdly so. With younger students, it may be useful to begin by illustrating what a foot or 12 inches are with a yardstick.

One student who will participate is not "clued in." He should be someone who will not be hurt by being a "guinea pig."

The teacher tells the class he wants to conduct an experiment to see if people agree on guessing the length of objects. He presents the object and asks each of these students to estimate its length, recording the answers on the board. The teacher should not ask the one naive student his opinion until next to last.

Presumably, the naive student will want to offer a true estimate of the object's length but may be afraid of appearing foolish vis-a-vis the other estimates and so may repeat the exaggerated estimates of his classmates.

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #101 involves a similar experiment.
- Experiment can be described instead of enacted. For the original experiment, see S.E. Asch, "Effects of Group Pressure Upon the Modification and Distortion of Judgements" in Eleanor E. Maccoby, et al., (eds.), Readings in Social Psychology, pp. 174-183.

EVALUATION METHODS:

- Students describe an incident in their own lives in which they were influenced by peer pressure or authority to perceive something incorrectly or express an opinion they didn't believe. Description also attempts to explain why the pressure influenced them.

ACTIVITY (CONT'D):

Discussion follows on why the naive student may have estimated incorrect length and how this may relate to peer pressure and alcohol issues. For example, how people can be pressured into accepting a drink or getting drunk because they don't want to seem foolish to their friends, just as the "naive" student may have felt the length was 12" but didn't say so because he was concerned about appearing foolish to the class.

REFERENCE #: 1
CONTENT REFERENCE: 204-208
CLASS TIME: 1 period

ACTIVITY # 101
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students perform an experiment that illustrates peer group pressure.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternative responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing.

OTHER: This is a good introductory Activity for a study of peer group pressure.

ACTIVITY:

The students in the class are told on a day when two to four students are absent to pretend, when the time comes, that they "see" from two to four dots under a microscope that will be provided for them. On a day when the absent, uninformed students are also in class, the teacher announces that he is going to conduct an experiment. Students are to look through a microscope and announce to the class how many dots they see on the slide. There are actually no dots on the slide. The forewarned students announce what they have "seen" and then the uninformed students look and announce what they have seen. Normally, at least one of the naive students will say he sees dots when there are none due to the influence of the other students' estimates.

Discussion follows on why the naive students reported seeing dots and how this relates to peer pressure and to alcohol issues, for example, how people can be pressured into accepting a drink or getting drunk because they don't want to seem foolish to their friends, just as the "naive" student may have seen no dots but didn't say so because he was concerned about appearing foolish to the class.

If experiment fails, teacher can point out that it usually succeeds and then explain why. Class can also discuss why it failed in this

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #100 involves a similar experiment.
- Activity #102 on solutions to peer pressure and #106 on role plays of peer pressure are good follow-up Activities.

EVALUATION METHODS:

- Students describe an incident in their own lives in which they were influenced be peer pressure or authority to perceive something incorrectly or express an opinion they didn't believe. Description also attempts to explain why the pressure influenced them.

REFERENCE # 1
CONTENT REFERENCE 211-213
CLASS TIME 1 period

ACTIVITY # 102
TOPIC Interpersonal: peer
METHOD Discussion

CORE ACTIVITY:

Students explore ways to cope with pressures to drink by responding to hypothetical letters from various age students in situations of conflict re alcohol use.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, influencing.

OTHER: Activity is a good evaluation of what students have learned about how to handle peer pressure to drink or abstain. Activity #100 or #101 on the strength of peer pressure can precede this Activity.

ACTIVITY:

Students explore ways of coping with pressures to drink or to abstain by responding to hypothetical letters from various age students who are faced with such pressures.

Students break into small groups and each group is given the letters that appear on the following page. Groups are instructed to act as a consultant bureau. Each "bureau" must answer each letter with a letter of advice. If they disagree among themselves they may include more than one approach in their letter but they should write only one letter to the advice-seeker.

When all letters have been answered, the various bureaus exchange letters until each group of students has read the responses of several other groups.

The teacher has the class compare the various types of advice given by having each bureau explain why it advised a particular course of action and having other bureaus evaluate how effective they think that course of action would be and why.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can respond individually to the hypothetical letters and then compare responses.
- Students can role play calling problems to a "hotline."

EVALUATION METHODS:

- Each student writes a hypothetical letter about a peer problem he is encountering. Students exchange letters and each student responds to one other student's letter. To the satisfaction of the author and teacher.

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ACTIVITY# 102

SAMPLE SCENARIOS

Dear Abby:

I'm 13 years old and sometimes when I go out with my three best friends they get an older brother to buy us some beer. Usually someone's parents are out and we go over to his house and drink. My friends get pretty high and sometimes drunk. I try to drink as little as possible but they keep pressing me to drink more. If my parents catch me I'll be grounded for weeks, and I'm not really that interested in drinking anyway. But these are my closest friends. What can I do?

signed,
Pressured

How will you respond?

Dear Abby,

Last week I went to the movies with three friends. On the way home we ran into one of their older brothers who had a case of beer in his car. He gave us a six pack saying, "It's about time you found out what life's all about." My friends thought this was a great chance and we all went to the river to drink. I refused to drink because I think I'm too young (I'm 12 years old) and because it's not worth getting caught by my parents and upsetting them and being punished. But my friends have now passed the word around the school that I'm chicken and a fink. The kids who believe them are the ones I want for friends because they're my type of friend, but I'm sick of getting picked on and being given the "cold shoulder." What can I do?

Bothered

Dear Abby,

We live in a 'dry' town where everyone pretends not to drink. Of course all the people who like their liquor just drive to the next town to get drunk. My family has wine with meals at home, which isn't against the law.

But the kids I go around with call my family "a bunch of winos" behind my back. Just last night a very good friend told me that I shouldn't start by having wine with meals, or I'll end up an alcoholic. That's never happened to anyone in my family that I know of. But could my friends be right?

I don't want to be picked on by my friends, but I want to fit in at home, too. Who do I listen to?

Befuddled

SAMPLE SCENARIOS

New "letters" can be created by varying:

- the age and sex of the participants
- the reasons they drink or abstain.

REFERENCE #: 1 ACTIVITY #: 103

CONTENT REFERENCE: NA TOPIC: Interpersonal: peer

CLASS TIME: $\frac{1}{2}$-1 period METHOD: Discussion

CORE ACTIVITY:

Students discuss why people exert pressure on others to drink or abstain.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to cope with peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, evaluating.

OTHER: Activity #100 and #101 involve experiments that illustrate peer group pressure. One or the other could usefully precede this Activity.

ACTIVITY:

Students write response to following instructions:

> Describe two times you have tried to pressure a friend to do something. What did you do to pressure him? Were you with other friends? Why did you want him to do what you were pressuring him to do?

Students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Discuss for each situation why the pressure is being exerted. Write down these reasons.
3. Make a chart and list all the reasons why someone might pressure someone else (a) not to drink, (b) to drink a little, (c) to drink a lot.

Groups report their conclusions to the class. Class discussion is then held on which, if any, of these reasons justify exerting pressure and which do not and whether and how individuals who exert unjustifiable pressure can be (a) discouraged from doing so and (b) resisted.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion.
- Questions can be assigned as homework.
- Activity #102, #105, #106 and #107 on resisting pressure are good follow-up Activities.

EVALUATION METHODS:

- Students role play peer pressure scenarios. (See Activity #106)
- Students respond to teacher's written and/or oral questions on reasons for peer pressure.

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: 1 period

ACTIVITY # 104
TOPIC: Interpersonal: peer
METHOD: Discussion

CORE ACTIVITY:

Students discuss responsibility and methods for preventing a friend from drinking denatured or methyl alcohol.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal alcohol situations in order to make responsible decisions about the drinking of others.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making, feeling responsible.
OTHER: Activity #56 or #64 on effects of methyl alcohol should precede this Activity.

ACTIVITY:

Students write brief (½ page) response to the following scenario:

> You are with two friends in a park and one of them pulls out a bottle of paint thinner and says he's heard you can get a great high from it and is ready to share it with the group. You know that he may tell you you're a fink if you tell him not to drink it. (a) Will you try to discourage him from drinking it? Why? (b) If so, how?

The following class, students break into small groups and are given written instructions to discuss:

- whether you would try to discourage him and why.
- whether you should and why.
- methods students think might be effective to discourage him.

Groups report their conclusions to the class and respond to questions and comments from class and teacher. Teacher raises for discussion possible causes for why students would not do what they feel they should do (if such is the case).

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be a class discussion or a written homework assignment.

EVALUATION METHODS:

- Students role play or write the dialogue to this or a new scenario that they write involving potential responsibility for preventing someone from drinking methyl alcohol.

REFERENCE #: 1 ACTIVITY #: 105

CONTENT REFERENCE: 211-213 TOPIC: Interpersonal: peer

CLASS TIME: 1 period METHOD: Drama: role play

CORE ACTIVITY:

Students role play as teams methods of coping with pressures to drink.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Analyzing, influencing.

OTHER: Activity #100 or #101 on the strength of peer pressure can precede this Activity.

ACTIVITY:

Students explore ways of coping with pressures to drink by role playing students of their own age and older faced with the decision to drink or abstain. Situations include:

a) older students trying to persuade peers to drink
b) older students trying to persuade younger ones to drink.

The objective for the younger students is to make the "best" decision, e.g., one which trades off competing pressures to please older students or peers and satisfy their own curiosity vs. observing parental rules or attitudes and being personally afraid, inexperienced, uninterested, etc. in taking a drink.

Students form teams of 3-5 each and then form larger groups consisting of two teams per group. The teacher distributes to one team in each group set A profiles (older students or peers pressuring others to drink) and distributes to the other team set B profiles (younger students or peers being pressured to drink).

Each team reads its profile, which gives motivations for urging others to drink or motivations for resisting pressure. Included are suggested statements for exerting pressure ("you're just

(over)

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #106 involves role plays of peer pressure.
- Activity #102 and #107 has students discuss methods of coping with peer pressure.

EVALUATION METHODS:

- Students engage in Activity #163 in which they respond to letters from youngsters about what to do about peer pressures to drink or to abstain.

ACTIVITY (CONT'D)

chicken";"what's the harm?"etc.) and suggested statements for refusal ("that stuff tastes awful"; "I don't have to prove I'm grown up!" etc.).

As the confrontation proceeds, each student on the "being pressured" team will either continue resisting or decide to yield. At the end of each 5-minute period, the teacher asks students on the B teams if anyone has decided to drink. If no student has decided to drink at the end of 10 minutes, and the dialogue has become repetitive with no new action or arguments, the teacher calls time.

However, if one or several students on the B teams have decided to drink, the action continues to enable the teacher and the students to observe whether the decision of one student exerts pressure on other B team students to yield. The exercise may thus demonstrate the actual mechanism of peer pressure beyond the written profiles provided. Even the teacher's soliciting the results at the end of each 5 minutes may add to the pressure for students to decide to drink.

When the confrontation is over, the class analyzes:

a) how A team students felt in exerting pressure on others to drink
b) how A team students felt when they found no students responding to their pressure
c) how they felt if and when one or several students yielded to their pressure
d) how B team students felt under pressure

(over)

ACTIVITY (CONT'D):

e) how B team students felt if and when an individual on their team decided to yield
f) why any student who yielded did so
g) what the strongest motivations on others were not to yield
h) what were the most persuasive arguments on each side for and against drinking or
what were the most successful arguments in getting others to drink or in resisting drinking pressures and stifling further pressures.
i) Ask students to compile a set of "coping strategies" advising others how to cope with pressures to drink based on their role-play experiences.

SAMPLE ROLE PROFILES

Students exerting pressure (Team A)

You and two friends, John and Luke, have persuaded John's older brother to get you a six pack of beer to drink in the park on Friday night. But the fourth member of your group, Richard, doesn't want to join you. The four of you are gathered together right after school to make plans for meeting in the park and you are ready to try to persuade Richard to join you.

You plan to use the following arguments:

1) Kids should try everything at least once, to see what it's like. If you don't, you spend the rest of your life missing out on something great. And there's no reason to wait; you're old enough to drink a beer or two.

2) Anyone who doesn't agree with you about this is just "chicken" and a mother's boy. If you have no guts as a kid you'll grow up to be a coward too.

Students resisting pressure (Team B)

Your three best friends, John, Luke and Sam, have persuaded John's older brother to get all of you a six pack of beer to drink in the park on Friday night. You've told them you won't join them, but you're about to meet them after school right now and you know they're going to try to persuade you to join them.

You plan to use the following argument to resist their pressures:

> If you get caught -- and you always seem to get caught whenever you do something like this -- your parents will punish you severely, maybe "ground" you for a month.

Students exerting pressure (Team A)

You are at a party with Fred after a Saturday football game. As usual, he's drinking 7-Up and Coke. For a tough football player he sure is babyish about alcohol. Tonight you're going to get him to drink -- get drunk, if possible -- even if you have to break his arm and ruin his football career.

You plan to use the following argument:

> Anyone who doesn't drink and get drunk once in a while is a baby. There's nothing wrong with drinking and getting drunk -- especially after a big game your team has won -- and there are several good reasons for getting drunk -- such as:

a) it feels great
b) everyone needs to let their hair down and let off steam
c) people who don't drink or get drunk at a party like this are missing all the fun and look real "finky" to everyone else.

Students resisting pressure (Team B)

You are a linebacker on your high school football team and after big games there's a party at someone's house with a lot of drinking. You like going to these parties because they give you a chance to meet girls and you enjoy talking with the other players. But you don't like to drink. You know that Lou is going to do his best to try to get you drunk, too. In fact, here he comes over to you now with an unopened bottle of beer in his hand.

You plan to use the following arguments for refusing to drink:

1) You can't stand the taste of beer or any other type of liquor.

2) You don't need to drink to feel grown up or have a good time at a party. So why should you bother?

New team role profiles can be created by varying the reasons for drinking, such as:

- tradition
- get "high"
- feel and/or appear mature
- relax
- be sociable
- "kicks"
- curiosity
- rebellion
- celebrate
- taste

and by varying the reasons for not drinking, such as:

- indifference
- taste
- concern about effects
- religion
- expense
- dislike of or lack of need for artificial mood changes

REFERENCE #: 1
CONTENT REFERENCE: 211-213
CLASS TIME: 1 period

ACTIVITY #: 106
TOPIC: Interpersonal: peer
METHOD: Drama: role play

CORE ACTIVITY:

Students role play and discuss scenarios in which a person is being pressured to drink or to abstain.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to cope with peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, decision-making.

OTHER: Activity is a good evaluation of other learnings about drinking and peer pressure.

ACTIVITY:

Students role play parts in scenarios in which someone is being pressured to drink, drink excessively or abstain. Sample role profiles appear on the next page. Students should be encouraged to develop their own role profiles.

After each role play, participants read their role profiles and discuss feelings they had while role playing. Non-participants discuss how they might have acted or what they might have said had they been involved. Teacher emphasizes issue of why people exert peer pressure as well as ways of resisting.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity #102 and #107 involve a discussion of solutions to peer group pressure; #103 involves a discussion of why people exert pressure on others to drink or abstain; and #100 and #101 involve experiments that illustrate peer group pressure.

EVALUATION METHODS:

- Students write a "Handbook for Abstainers and Social Drinkers" on how to resist peer pressure to drink or abstain.
- Students respond to teacher's written and/or oral questions on how to resist pressure.

SAMPLE ROLE PROFILES

Non- or Social Drinker

Even though you live in a "dry" town, your family has wine with meals at home. (That isn't against the law.) All your friends call your family "a bunch of winos" behind your back, but you know for a fact that some of their older brothers and fathers just drive to the next town to get drunk. Now they're after you again, saying you're going to turn into an alcoholic. You're pretty confused, torn between them and your family. How will you respond?

Peer(s)

Your town is "dry" and proud of it. All of you know that this classmate of yours drinks wine with meals at home. You think his (her) family is a bunch of winos. You don't want to see your classmate end up an alcoholic. He (she) is really a good kid, if it weren't for that family and the wine every night. How can you convince him (her) to "shape up"?

Non- or Social Drinker

You have gone to the movies on this Saturday afternoon with three friends, Sam, Fred and Richard. On the way home, you run into one of their older brothers who has a case of beer in his car. He gives his younger brother (your friend) a six pack and tells you all to "have a blast--it's about time you found out what life's all about." Your friends think this is a great chance and you all go off to the river, behind the trees to drink. You don't want to drink, however, but your friends are all starting to open the beer. What do you do now?

Peer(s)

You have gone to the movies on this Saturday afternoon with three friends, Fred, Richard and Bob. On the way home you run into one of their older brothers who has a case of beer in his car. He gives his younger brother (your friend) a six pack and tells you all to "have a blast--it's about time you found out what life's all about." You think this is a great idea, but Bob doesn't seem to. In fact, now that you're all by the river opening the cans, he hasn't picked up one. You don't want him to miss the fun or spoil it for the rest of you. How will you try to persuade him to drink?

SAMPLE SCENARIOS

Non- or Social Drinker

The biggest thing in your life right now is sports. You have always stuck to training rules, even though you've been teased about it. Your Pee Wee League team has just won the local championship. You may have a chance to be state champions yet. Somehow one of the guys has sneaked a bottle of champagne into the locker room. Is it time to "let yourself go," the way you've seen professional athletes do on T.V.? Your teammates think you're "chicken" because you have never drunk alcohol and you don't want to start now, because you feel you're just too young to start drinking and, anyway, you're just not interested. How will you react to your teammates?

Peer(s)

The whole team is celebrating winning the local championship with a bottle of champagne in the locker room. The Coach may show up any minute and spoil the fun. Old "chicken" Robinson hasn't had a drop yet. If he doesn't drink too, the fun will be ruined. You won as a team, you feel you ought to celebrate as a team. He probably thinks he's "better" than all of you. How can you get him to join in?

New role profiles can be created by varying:

- the age and sex of the participants and their relationship
- the reasons they drink or abstain
- how much they drink.

REFERENCE #: 1 ACTIVITY # 107
CONTENT REFERENCE: 160-161 TOPIC: Interpersonal: peer
CLASS TIME: METHOD: Writing

CORE ACTIVITY:

Students develop advertisements to help other students cope with pressures to drink irresponsibly.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Influencing, analyzing.

OTHER: Activity #30 on advertising techniques can precede this Activity. Students should already have discussed the definition of "responsible" drinking. See Activity #17, #23 and #24.

ACTIVITY:

Students articulate ways of coping with pressure to drink irresponsibly by creating scripts for radio (and/or TV, and/or magazine) "public service" ads to assist students of their own age or younger with coping strategies.

Class breaks into small groups and each group is given written instructions to:

- Decide whether it will prepare ads for radio, TV or magazines, or several ads for each.
- Decides the age of its target audience, so that it can adjust the style of its ads accordingly.
- Produce 3 or 4 ads for their medium in writing. The wording of the ad itself, music, setting (scenery and props) should all be indicated. If the ads are designed for magazines or newspapers, students with artistic ability should sketch the picture and typefaces for the ads. If possible, students tape their radio and TV ads.
- Try out its ads on the rest of the class and, if possible, on students from other classes (including younger ones) to determine how effective these ads might be. The "audience" states how useful the ads are for them, for example, whether the message is useful, and whether the style of the ad holds their attention.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Students can submit their ads to local radio stations and to school and community newspapers.
- Ads can be turned into posters for display in school and in the shops of local merchants who agree to cooperate.

EVALUATION METHODS:

- Each student writes an evaluation of one of the many TV or radio ads that attempt to discourage cigarette smoking or excessive drinking in terms of how effective it is in comparison with those the student participated in developing in class.

REFERENCE #: 1
CONTENT REFERENCE: 204-208, 211-213
CLASS TIME: ½-1 periods

ACTIVITY #: 108
TOPIC: Interpersonal: peer
METHOD: Writing

CORE ACTIVITY:

Students write and discuss autobiographical accounts of occasions on which they were subject to group pressure.

OBJECTIVE:

Students demonstrate knowledge of and ability to evaluate alternate responses to cope with peer pressures to drink or to abstain in order to make responsible decisions about drinking.

PRELIMINARY CONSIDERATIONS:

SKILLS DEVELOPED: Writing, influencing, decision-making.
OTHER:

ACTIVITY:

Students write autobiographical accounts of one or more occasions on which there was peer group pressure exerted on them and they resisted or were influenced by it.

Students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Decide in those cases where people did resist group pressure, how they did it.
3. Decide other ways in which they might have resisted the pressure.

Groups report conclusions to class and respond to questions and comments from class and teacher. Class discussion is then held on how, in those cases where individuals were unable to resist group pressure but would have liked to, they might have accomplished this.

VARIATIONS AND SUPPLEMENTARY ACTIVITIES:

- Activity can be class discussion.
- Students write and discuss autobiographical accounts of occasions on which they exerted group pressure.

EVALUATION METHODS:

- Students role play or write the dialogue to these situations. To the satisfaction of the author and the teacher.